REPORT RESUMES

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THE ORGANIZATION AND UTILIZATION OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE.

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RECOGNIZING THE POTENTIAL OF ADVISORY BOARDS IN SCHOOL POLICY FORMULATION, THIS STUDY WAS MADE TO DISCOVER WAYS AND MEANS OF IMPROVING THE EFFECTIVENESS OF SUCH BOARDS. QUESTIONNAIRES FROM 209 OF THE 258 VOCATIONAL AGRICULTURE DEPARTMENTS CONTACTED IN THE STATE, PROVIDED DATA FOR DETERMINING THE CHARACTERISTICS OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE, TRENDS IN THEIR ORGANIZATION AND UTILIZATION, AND DIFFERENCES BETWEEN EFFECTIVE AND INEFFECTIVE BOARDS. THE STUDY OF TRENDS WAS LIMITED TO A COMPARISON OF 39 AGRICULTURAL ADVISORY BOARDS IN OPERATION DURING THE SCHOOL YEAR, JULY 1, 1945-JUNE 30, 1946, WITH 209 BOARDS OPERATING IN 1960-61. THE COMPARISON OF EFFECTIVE AND INEFFECTIVE BOARDS WAS LIMITED TO 100 BOARDS CONSIDERED TO BE EFFECTIVE AND 99 BOARDS CONSIDERED TO BE INEFFECTIVE BY TEACHERS OF VOCATIONAL AGRICULTURE IN THE 1960-61 PERIOD. THE FINDINGS WERE TABULATED IN 63 TABLES LISTING (1) CHARACTERISTICS OF ADVISORY BOARDS, (2) COMPARISON OF BOARDS OF 1945-46 AND 1960-61, AND (3) SIGNIFICANT DIFFERENCES BETWEEN THE EFFECTIVE AND THE INEFFECTIVE BOARDS BASED ON MEMBERSHIP, APPOINTMENT OF MEMBERS, FUNCTIONS, AND ACTIVITIES. WHEN COMPARED WITH INEFFECTIVE BOARDS, EFFECTIVE BOARDS HAD A GREATER NUMBER OF APPOINTED MEMBERS, ARRIVED AT RECOMMENDATIONS IN GROUP MEETINGS, HAD MORE FREQUENT MEETINGS AND HIGHER ATTENDANCE, USED PARLIAMENTARY PROCEDURE MORE FREQUENTLY, AND STUDIED AND MADE RECOMMENDATIONS CONCERNING CONTENT FOR COURSE OF STUDY, COURSE SEQUENCE, PHYSICAL FACILITIES, YOUNG AND ADULT FARMER PROGRAMS, PROGRAM EVALUATION, AND WORK EXPERIENCE PROGRAMS. IT WAS RECOMMENDED THAT STUDIES BE MADE OF BOARDS BY STATE OR REGION, NEW TRENDS, AND PROCEDURES FOR ORGANIZING AND USING ADVISORY BOARDS IN NEW AREAS. THE QUESTIONNAIRE IS INCLUDED. (PA)

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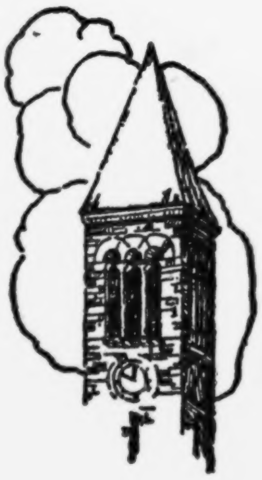

The Agricultural Education Division
Rural Education Department
New York State College of Agriculture
Cornell University
Ithaca, New York

September, 1965

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THE ORGANIZATION AND UTILIZATION OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE

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THE ORGANIZATION AND UTILIZATION OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE

Harold R. Cushman* and Martin V. Jarmin**

INTRODUCTION

During the past two decades there has been a rapid expansion in the number of agricultural advisory boards serving high school agriculture departments in New York State. At their best, such groups have played an effective role in improving local agriculture programs. At their worst, they have been either inactive, ineffectual or both.

With the advent of agricultural advisory boards as a standard feature in the operation of high school agriculture departments, it has become apparent that all concerned - members of agricultural advisory boards, teachers of agriculture, school administrators, boards of education, teacher trainers and supervisors - need urgently to know how best to organize and utilize such boards.

Current trends within the field of agriculture, the resulting shift in purpose for vocational agriculture from preparation for farming to preparation for the broad spectrum of agricultural occupations and the development of the area vocational school concept have made active participation by well informed lay persons in the determination of school policy for agricultural education ever more critical; if the need for workers with knowledge and skill in agricultural subjects is to be met. Recognizing the potential of agricultural advisory boards in school policy formulation, this study was undertaken in an attempt to discover ways and means of improving the effectiveness of such boards.

Previous Work Contributing to this Study

In a 1947 study of agricultural advisory boards in New York State, Coombs[1] obtained useable questionnaire responses from teachers of agriculture in 220 of the 296 schools offering instruction in agriculture during the school year 1945-46 and reported that:

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[1] Joseph G. Coombs, The Status of Agricultural Advisory Boards in Vocational Agriculture Departments of New York State, (Ithaca: Cornell University, 1947), 81 pp.

1. Thirty-eight (17 per cent) of the schools from which responses were obtained had agricultural advisory boards.

2. Teachers with agricultural advisory boards had served longer in their schools (seven years) than had those without boards (four years).

3. The reasons given by teachers for not having boards indicated a need for in-service training which would give them assistance in organizing and utilizing such boards.

4. The number of appointed members serving on agricultural advisory boards varied from three to 11 with an average of five per board.

5. Nearly all (92 per cent) of the appointed members were farm owners.

6. Roughly one-third of the agricultural advisory boards included a member of the local board of education in their membership.

7. The teacher of agriculture and the school administrator were seldom considered to be members. However, they attended and participated in most meetings.

8. Teachers of agriculture participated in the nomination of new members in the case of most (87 per cent) boards.

9. The school administrator took part in the nomination of new members in the case of about one-half (49 per cent) of the boards.

10. The board of education participated in nominating new members for about one-fourth (28 per cent) of the boards.

11. The members were appointed by the board of education in most (71 per cent) cases.

12. The members of most (83 per cent) agricultural advisory boards were appointed for indefinite terms.

13. An average of one meeting per board per year was held but 51 per cent of the boards held no meetings.

14. Boards which held meetings usually elected one or more officers but only one-half kept minutes.

15. The areas of the vocational agriculture program most commonly discussed in meetings were: schools for adult farmers, supervised farming programs, agricultural engineering needs and activities of the Future Farmers of America.

Five studies conducted outside of New York State contributed ideas which proved useful in planning and conducting this study.

Burns,[2] in a study to determine practices used by Michigan teachers of agriculture in organizing and using agricultural advisory boards, found that the typical Michigan board was organized because the teacher wanted to do a better job. The teacher initiated organization of the board by discussing the matter with his school administrators. Nominations to the original board seats were made by the teacher and appointments were made by the school board. Nominations for replacements were made by the advisory board. Members were selected for geographic representation. Board officers were elected annually. The school administrator and a member of the school board met regularly with the board. The average board was comprised of ten members. The typical board member understood that his function was advisory and that the school board could abolish the agricultural advisory board. The typical board operated under a written constitution and rules and regulations of the school board governed its operations. The administrator served as the link with the school board. Pre-board meetings were held by officers to prepare the agenda for the regular monthly meetings. Members received the agenda before the meeting. Resource persons were invited to meetings when needed. Local newspapers were used to inform the people of the board's activities. Another public relations feature of the board was to interpret the program of vocational agriculture to the people of the community. Burns noted that systematic evaluation of activities of the board should receive more attention.

Colston[3] studied selected agricultural advisory boards in the United States mainly to determine organizational and operational procedures. He defined an agricultural advisory board as "a group of lay personnel who assist the local school board to plan, conduct and evaluate the local program of vocational agriculture." In the majority of cases studied, the boards were organized after approval by the board of education. The average size of the board was found to be nine members. A chairman and secretary were elected in the majority of cases. Also, a majority of the boards had a specific time and place for meeting with the usual meeting place being the vocational agriculture building. A majority of the boards studied had a prepared agenda for meetings and had members serving on committees in other organizations. Board of education members and administrators usually attended board meetings. Colston found that none of the board constitutions examined provided for selection of pupils for vocational agriculture and for financing the department. Little mention was made in the constitutions of guidance, placement and follow-up. Also, it was found that the teacher of agriculture presented business to the board much more frequently than did others. Colston pointed out that board operations could be improved by having board members visit other boards, by holding meetings regularly during the school year, by having written rules, by having prepared agendas and by having the chairman and members present the business to the board most of the time. It was recommended that board members should have no limit on their activities so long as they are "advisory" to the vocational agriculture department and do not exert "pressure".

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[2] Paul F. Burns, A Study of Practices Used by Teachers of Agriculture in Michigan in Organizing and Using Advisory Councils, (East Lansing: Michigan State University, 1954.)

[3] Henry C. Colston, Organization and Operation of Advisory Councils for Vocational Agriculture, (Knowville: University of Tennessee, 1954).

Gray[4] made case studies of four 'well-organized' agricultural advisory boards in a North Carolina county to determine the need for, structure of and function of boards. He found that the teachers of agriculture, in all four cases, initiated a plan for forming the board and the plan was studied and approved by the school administrators and local boards of education. In two cases, representative families nominated the board members. In the other two cases, the principals and teachers of agriculture made the nominations. In all cases, the principals and local school boards were involved in the final selection of advisory board members and the local school boards were represented by members on the agricultural advisory board. The numbers of members on the four boards were seven, seven, five and twelve. Governing policies were drawn up by board members and approved by the local boards of education in all cases. Among the functions of boards reported by Gray were: to give the community a voice in suggesting school policy for vocational agriculture; to promote the instructional program, especially adult classes; to survey educational needs; to help with enrollment problems; to serve as a means of communication; to help with program evaluation, and to help with course calendar development. General conclusions reached by Gray as a result of the study were: a felt need should be possessed by the teacher of agriculture before attempting to organize a board, the support and participation of the school administration and school board are essential, specific objectives for the board should be developed and board activities must be in line with the best interests of the total school program.

Reiff[5] made a five-year case study of one agricultural advisory board in South Dakota and, in addition, secured data from South Dakota and Minnesota teachers of agriculture on the use of advisory boards. The case study of one board revealed that members of the board were initially nominated by the agriculture teacher with help from the school administrator. Later, the board members aided in nominating replacements. Membership on the board was twelve including two members of the board of education. Initially, members of the board began their work by making a study of the agricultural community in which they lived. Agricultural and educational objectives were established for the program of vocational agriculture with the help of the board. Re-examination and revision of objectives were made as needed. The board met eight times each year. Reiff also found, from teachers of vocational agriculture who had advisory board experience, that the agriculture teacher nominated board members in the majority of cases. The number of members per board was seven to ten. School administrators and members of boards of education were active on almost all boards. Board activities were found to be related to: increased lay support, increased self-confidence of the teacher, development of fresh ideas and new methods, improved public relations, increased knowledge of community and better discovery of educational needs. Some disadvantages were identified: professional 'jealousy' by other teachers, required too much time and boards became administrative rather than advisory.

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[4] George Edwin Gray, Some Case Studies of the Structure of Vocational Agriculture Advisory Councils in Johnson County, North Carolina, (Raleigh: North Carolina State College, 1956).

[5] R. G. Reiff, The Use of an Advisory Council in a Vocational Agriculture Department, (Brookings: South Dakota State College of Agriculture and Mechanic Arts, 1957).

Scott[6] intensively studied an agricultural advisory board for vocational agriculture in Illinois. Also, he secured data on using advisory boards from teachers of agriculture with advisory board experience from Illinois and from other states. In the intensive study of one board, it was found that prior approval of the board of education was secured before the board was organized. The original board was nominated by the teacher and principal and appointment was made by the board of education. Later, board members were nominated by the teacher, approved by the principal and appointed by the board of education. After the first year, three additional board members were appointed making a total of twelve. At this time, board members were assigned one, two and three year terms using a randomization technique. Board members represented owners, tenants and business and religious interests. In terms of activities of the board, Scott found that the task was to study the community. The board helped to formulate objectives for vocational agriculture in the community. The board worked with both the high school and adult program. Scott found that teachers of agriculture in Illinois, and in other states, with advisory board experience, believed that advisory board activities increased cooperation from others, increased the teacher's knowledge of the community, provided an opportunity to delegate more work to others, broadened the vision of the teacher and increased student enrollments.

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[6] Marshall J. Scott, The Use of Advisory Councils in Vocational Education in Agriculture, (Urbana: University of Illinois, 1950).

During the school year 1960-61 a committee of the Joint Staff of Supervisors and Teacher Trainers in Agricultural Education in New York developed a position paper on agricultural advisory boards which was based on the studies cited above, teacher suggestions and recommendations made to teachers by the Bureau of Agricultural Education in the past. Sections of the position paper dealt with recommendations concerning: membership, procedures to be followed in appointing members, the functioning of boards and activities to be engaged in. This paper was revised by the Joint Staff, acting as a committee of the whole on December 20, 1961 and at subsequent meetings, and was later expanded into a publication[7] by the committee.

In summary, it seemed apparent from the review of previous work that although there was some disagreement between the findings of Coombs, Burns, Colston, Gray, Reiff, Scott and the Joint Staff of Supervisors and Teacher Trainers in Agricultural Education in New York, that the implication was warranted that agricultural advisory boards which have been effective in bringing about improvement in the vocational agriculture program have differed from ineffective boards in the following ways:

1. Membership and appointment of members.
    a. A higher proportion included the teacher of agriculture as an ex-officio member.
    b. A higher proportion included the school administrator as an ex-officio member.
    c. A larger number of members was appointed.
    d. A higher proportion of farm owners were appointed to membership.
    e. Appointed members had more years of formal schooling.
    f. A higher proportion of appointed members were parents of vocational agriculture students, former vocational agricultural students, women or members of the board of education.
    g. Appointed members were more often selected to represent

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[7] "The Agricultural Advisory Board - A Handbook for Boards of Education, School Administrators, Advisory Board Members and Teachers of Agriculture," (Albany: The State Education Department, the University of the State of New York, 1964), 15 pp. (Mimeographed.)

the geographic sub-divisions of the school district.

h. Appointed members were more often selected to represent the predominant types of farming in the school district.

i. A complete record of present and past members was more often maintained by the teacher of agriculture or the board of education.

j. The normal term of appointment was longer.

k. A higher proportion staggered terms of appointment so that only part of the members were replaced each year.

l. A higher proportion appointed members for only one term.

m. There was a higher degree of involvement in nominating members by the teachers of agriculture, the school administrators, boards of education and agricultural advisory boards.

n. A higher proportion were appointed by the board of education.

o. New members were officially notified of their appointments by a letter from the board of education by a greater proportion of effective boards.

2. How they functioned.

a. A higher proportion arrived at recommendations during group meetings.

b. Held more meetings.

c. Had a larger attendance.

d. A higher proportion scheduled dates of meetings at equal intervals throughout the year.

e. A higher proportion scheduled dates of meetings for the year at the first meeting.

f. A higher proportion elected officers.

g. A higher proportion planned an annual program of activities.

h. The chairman was responsible for preparing the agenda for meetings more frequently than any other individual.

i. A higher proportion normally included on the agenda for meetings the minutes of previous meetings, committee reports, report by the teacher of vocational agriculture, unfinished business, communications, new business and reading and approving of minutes.

j. A higher proportion mailed notices to members before each meeting.

k. The secretary was more frequently responsible for sending the notices.

l. A higher proportion of meetings were held at the vocational agriculture department.

m. A higher proportion of meetings were held in a "round-table" setting.

n. The advisory board chairman more frequently presided over meetings.

o. A higher proportion made the agenda for the current meeting available for each member before meetings.

p. A higher proportion made the minutes of previous meetings available for each member during meetings.

q. A higher proportion normally functioned as a committee-of-the-whole.

r. A higher proportion made recommendations which were supported by a majority of the appointed members.

s. A higher proportion transacted business by rules of parliamentary procedure.

t. Members were more frequently appointed by the chairman to represent the advisory board at special functions or to perform specific tasks.

u. Minutes of meetings were more frequently kept by the advisory board secretary.

v. The secretary more frequently was responsible for duplicating of minutes.

w. The advisory board secretary was responsible for seeing that copies of minutes were distributed to members.

3. Activities engaged in.

a. A higher proportion studied and made recommendations concerning each of the following areas of the vocational agriculture program: agriculture courses to be offered in grades 7-12, need for a young farmer program, standards for on-farm instruction, content for the course of study, agriculture teacher's summer program of work, annual program of work, public relations program, problems encountered by the teacher of agriculture in advising the FFA chapter, physical facilities for vocational agriculture, locating farms where non-farm boys could obtain experiences, minimum standards for farming programs, evaluation of the vocational agriculture program and other problems referred to them by the board of education.

b. Arrangements were made more frequently to have the teacher appear on a greater number of programs of community organizations to explain the program of vocational agriculture.

c. Representatives of the advisory board more frequently explained the purposes and program of vocational agriculture to more groups in the community.

d. A greater proportion met with a new agriculture teacher soon after his arrival in the community for the purpose of orienting him.

The Problem

The main questions to which answers were sought were:

1. What are the characteristics of agricultural advisory boards in New York State?
2. What trends are taking place in the organization and utilization of agricultural advisory boards in New York State?
3. How do effective agricultural advisory boards in New York State differ from ineffective boards in such areas as membership, appointment of members, manner in which they function, and activities engaged in?

Assumptions

1. It was assumed that individual teachers of agriculture, because of their intimate knowledge of both the local agricultural advisory board and the local program of vocational agriculture, were in a better position to render value-judgments concerning the effectiveness of their separate agricultural advisory boards than were other teachers, school administrators, school board members, teacher trainers, State Department of Education personnel or research workers.
2. It was further assumed that the 209 useable questionnaire responses received were characteristic of the total population of 258 possible responses concerning agricultural advisory boards in New York State in the year studied.
3. In addition, it was assumed that the responses of teachers of agriculture had provided reliable and valid data concerning

their agricultural advisory boards.

Scope and Limitations

1. The scope of the study of characteristics of agricultural advisory boards was limited to:
    a. Vocational agriculture departments in New York State.
    b. Two hundred and nine useable questionnaire responses; out of a total population of 258.
    c. The time period July 1, 1960 - June 30, 1961.
2. The study of trends was limited to a comparison of 39 agricultural advisory boards in operation during the school year July 1, 1945 - June 30, 1946 (reported by Coombs) with 209 such boards in operation during the school year July 1, 1960 - June 30, 1961.
3. The comparison of effective and ineffective agricultural advisory boards was limited to 100 boards considered effective and 99 boards considered ineffective by teachers of agriculture in New York State during the period July 1, 1960 - June 30, 1961.
4. The judgments of teachers were utilized as the sole criterion in categorizing agricultural advisory boards as effective or ineffective. This criterion was selected, despite its limitations, for the following reasons:
    a. The teacher of agriculture was the person who had the most complete information concerning the organization and utilization of the board of his school and community.
    b. He was also in the best position to observe changes in the vocational agriculture program.
    c. Teachers of agriculture were not likely to acquiese or feel threatened in revealing their judgments to college personnel.
    d. The ultimate justification of the agricultural advisory board rested on the promise that it would in some way influence improvement of the program of vocational agriculture.

Operational Definitions

1. Effective agricultural advisory board. For the purpose of this study an effective agricultural advisory board was defined as one whose advice, in the judgment of the teacher

of agriculture, brought about significant improvement in the vocational agriculture program.

2. Ineffective agricultural advisory board. An ineffective agricultural advisory board was defined as one whose advice, in the judgment of the teacher of agriculture, did not bring about significant improvement, in the vocational agriculture program.

Procedures Used

1. Selection of the study population. The 258 school districts in New York State offering instruction in agriculture during the school year 1960-61 were selected as the study population.

2. Sampling procedures. Although some type of random sample would have been preferred this procedure was deemed impractical in view of lack of funds for the employment of interviewers. Instead the decision was made to attempt to obtain questionnaire responses from all 258 school districts; and in effect to trust that a sufficiently high proportion of returns would be obtained to minimize the effects of selection factors bearing on the decision of individual teachers to complete or not to complete the questionnaire and to return or not return it. The main disadvantage of the census was that it reduced the confidence with which generalizations could be made.

3. Development of the questionnaire and the collection of data. A tentative questionnaire was constructed, APPENDIX A, subjected to the criticism of participants in R.E. 230 Agricultural Education Seminar, a graduate seminar at Cornell University, field tested with nine teachers of agriculture in the Ithaca area and revised during the school year 1960-61.

   During the fall of 1961 the questionnaire, APPENDIX B, was again revised following suggestions of the Educational Psychology Division of the Rural Education Department and the Computing Center at Cornell University. On November 1, 1961, it was mailed to all of the men who had served as teachers of agriculture in New York secondary schools during the previous school year.

   A follow-up letter was sent to those men who had not returned the questionnaire by December 15, 1961. APPENDIX C.

4. Treatment of data. The facilities and equipment of the Cornell Computing Center were used throughout the several stages of data processing. As completed questionnaires were received from the field, the data were coded and punched on I.B.M. cards. The 083 Sorter, 101 Electronic Statistical Computer and the 407 Tabulator were utilized at appropriate stages in processing the data.

   To describe the characteristics of the agricultural advisory boards, the frequencies of distribution, or actual numbers of boards, following certain practices or possessing certain characteristics were groupd and tabulated. Percentages were expressed in terms of the total number of agricultural advisory boards that existed during the period covered by the study. Trends in agricultural advisory boards were discovered by comparing charachertistics cited by Coombs in 1945-46 with 196061 data. Boards rated effective and ineffective were then separated. To determine if there was any significant difference between the effective and ineffective boards insofar as the practices or characteristics were concerned the following statistical tests were used:

Test 1: To show the difference in proportion checking a given category between the effective and the ineffective group, the following ratio was computed for each category:

$$\frac{(P_{eff} - P_{ineff}) - \frac{1}{2}\left(\frac{1}{n_{eff}} + \frac{1}{n_{ineff}}\right)}{\sqrt{\left[P(1-P)\left(\frac{1}{n_{eff}} + \frac{1}{n_{ineff}}\right)\right]}}$$

where: P = the proportion of the total group who answered in a certain way.

P_{eff} = the proportion of the effective group who answered in a certain way.

n_{eff} = the number of the effective group who answered in a certain way.

The ratio obtained was compared with tabled values of areas under the normal curve to see if the difference in proportion between the effective and the ineffective group was significant. It was assumed that the sampling distribution of differences would follow a normal curve. The 5 per cent 2-tail tests was adopted in all analyses using Test 1. At this level the ratio obtained must exceed 1.96 in order for the difference to be significant.

Test 2: To show the difference in proportion checking the given categories between the effective and the ineffective group, either one of two methods of computations was used, as follows:

(1) If only two categories remained, the ratio in Test 1 was computed.

(2) If more than two categories were involved, then Chi Square (X^2) test was used. The obtained X^2 value was compared with tabled X^2 distribution at

the 5 per cent or the 1 per cent level for varying degrees of freedom.

Test 3: To show the difference between the effective and the ineffective group in their responses to questions calling for numbers or frequencies, a median test was used. The median of the distribution of numbers was taken for each group, and the difference in proportions between the effective and the ineffective group answering the given numbers was tested following Test 1.

FINDINGS

A. CHARACTERISTICS OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE DURING THE SCHOOL YEAR JULY 1, 1960 - JUNE 30, 1961.

Membership

1. Ex-Officio members.

a. Number.

One hundred and eighty-one (86 per cent) of the 209 respondents reported ex-officio members on their agricultural advisory boards. TABLE I. The number of such members ranged from none to four with an average of one per board.

b. Classification.

The teacher of agriculture was reported as an ex-officio member on 160 (77 per cent) of the boards. TABLE II. School administrators were reported as ex-officio members on 96 (46 per cent) of the boards. Members of the board of education, farmers and G. L. F. members were also cited as ex-officio members.

2. Appointed members.

a. Number.

The number of appointed members ranged from one to twelve with an average of five per board. TABLE III.

b. Occupations.

Most of the appointed members, an average of four per board, were farm owners. TABLE IV. One hundred ninety-eight (95 per cent) of the teachers reported farm owners on their boards. TABLE V. Agricultural occupations other than farming contributed an average of one appointed member per board. TABLE VI. One hundred thirteen (54 per cent) of the teachers reported persons from agricultural occupations other than farming on their boards. Persons from non-agricultural occupations represented an average of less than one (0.2) appointed member per board. TABLE VII. Only 35 (17 per cent) of the teachers reported persons from such occupations on their boards. Tenants and farm laborers seldom served as appointed members. They were reported on ten (five per cent) and three (one per cent) of the boards respectively.

c. Experience with vocational agriculture.

TABLE I

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF EX-OFFICIO MEMBERS

Number of ex-officio members	Number of boards reporting	Per cent
0	28	14
1	90	43
2	82	39
3	7	3
4	2	1
Totals	209	100

Average number of ex-officio members per board ——— 1 member

TABLE II

THE FREQUENCY WITH WHICH CERTAIN CATEGORIES OF EX-OFFICIO MEMBERS WERE REPRESENTED ON 209 BOARDS

Categories	Number of boards reporting	Per cent
Teacher of agriculture	160	77
School administrators	96	46
Board of education members	26	12
Farmers, G.L.F. members, and others	8	4
Not reported	10	5

TABLE III

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS

Number of appointed members	Number of boards reporting	Per cent
0	10	5
1	0	-
2	0	-
3	8	4
4	12	6
5	116	56
6	29	14
7	13	6
8	7	3
9	9	4
10	2	1
11	1	-
12	2	1
Totals	209	100

Average number of appointed members per board____ 5 members.

TABLE IV

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS WHO WERE FARM OWNERS

Number of appointed members	Number of boards reporting	Per cent
0	11	5
1	2	1
2	13	6
3	28	13
4	66	32
5	58	28
6	17	8
7	5	2
8	6	3
9	1	1
10	2	1
Totals	209	100

Average number of farm owners per board ____________ 4 members.

TABLE V

THE FREQUENCY WITH WHICH APPOINTED MEMBERS FROM CERTAIN OCCUPATIONAL GROUPINGS WERE REPRESENTED ON 209 BOARDS

Occupational groupings	Number of boards reporting one or more	Per cent
Farm owners	198	95
Agricultural occupations other than farming	113	54
Non-agricultural occupations	35	17
Tenants	10	5
Farm laborers	3	1

TABLE VI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS FROM AGRICULTURAL OCCUPATIONS OTHER THAN FARMING

Number of appointed members	Number of boards reporting	Per cent
0	96	46
1	69	33
2	37	18
3	4	2
4	2	1
5	0	-
6	0	-
7	0	-
8	1	-
Totals	209	100

Average number of appointed members from agricultural occupations other than farming ———————— 1 member.

TABLE VII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS FROM OCCUPATIONS NOT RELATED TO AGRICULTURE

Number of appointed members	Number of boards reporting	Per cent
0	174	83
1	30	14
2	4	2
3	1	1
Totals	209	100

Average number of appointed members from occupations not related to agriculture ______ 0.2 members.

The majority of members appointed to serve on agricultural advisory boards had prior experience with vocational agriculture. TABLE VIII. Many, an average of two per board, had experienced vocational agriculture as former students. One hundred and fifty-four (74 per cent) of the boards reported persons with this experience among their appointed members.

The second most common experience of appointed members with vocational agriculture was as a parent of one or more vocational agriculture students. An average of two such members per board were reported by the 209 teachers. One hundred and forty-five (69 per cent) of the boards reported members with this background.

Experience with vocational agriculture as a member of the board of education ranked third. An average of one member per board with this experience was reported. One hundred and forty-three (68 per cent) of the 209 boards had one or more such members. TABLE IX.

d. Educational attainment.

Almost all, 1035 (93 per cent) of the appointed members, had attended one or more years of high school. TABLE X. Many, 304 (27 per cent) had attended one or more years of college. Only 41 (four per cent) had attended less than one year of high school.

Appointment of Members

1. Term of office.

The normal term of appointment for the 171 boards reporting a definite term of appointment ranged from one year to eight years with an average of four. TABLE XI. Only 26 (12 per cent) of the boards had appointed members for less than three years and only five (two per cent) had appointed members for more than five years.

2. Nomination.

The teacher of agriculture participated in the nomination of appointed members for 176 (84 per cent) of the boards. TABLE XII. School administrators and boards of education also participated in nominating members for a majority of the boards. Others who occasionally participated were: the agricultural advisory board, the board of cooperative educational services, the young farmer-program participants, and farm organizations.

3. Who appointed.

TABLE VIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS WITH CERTAIN TYPES OF EXPERIENCE WITH VOCATIONAL AGRICULTURE

Number of appointed members	Former vo-ag student		Parent of vo-ag student		Member of board of education	
	No.	Per cent	No.	Per cent	No.	Per cent
0	55	26	64	31	66	32
1	50	24	56	27	113	54
2	36	17	51	25	25	12
3	43	21	19	9	4	2
4	16	8	10	5	1	-
5	6	3	7	3	0	-
6	3	1	1	-	0	-
7	0	-	0	-	0	-
8	0	-	1	-	0	-
Totals	209	100	209	100	209	100
Mean	2	-	2	-	1	-

TABLE IX

THE FREQUENCY WITH WHICH APPOINTED MEMBERS WITH CERTAIN TYPES OF EXPERIENCE WITH VOCATIONAL AGRICULTURE WERE REPRESENTED ON 209 BOARDS

Groups	Number of boards reporting	Per cent
Parents of vocational agriculture students	145	69
Former vocational agriculture students	154	74
Members of board of education	143	68

TABLE X

EDUCATIONAL ATTAINMENT OF APPOINTED MEMBERS ON 209 BOARDS

Highest educational attainment	Number of members	Per cent
Attended one or more years of college	304	27
Attended one or more years of high school	731	66
Attended less than one year of high school	41	4
Totals	1,109	100

TABLE XI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NORMAL TERM OF APPOINTMENT OF APPOINTED MEMBERS

Number of years of normal term of appointment	Number of boards reporting	Per cent
1	7	3
2	19	9
3	78	37
4	7	3
5	55	26
6	4	2
7	0	-
8	1	-
Not reported or indefinite term	38	18
Totals	209	100
Average normal term of appointment		4 years.

TABLE XII

PARTICIPATION IN THE NOMINATION OF APPOINTED MEMBERS FOR 209 BOARDS

Participants	Number of boards	Per cent
Teacher of agriculture	176	84
School administrator	134	64
Board of education	107	51
Agricultural advisory board	28	13
Board of cooperative educational services	6	3
Young farmers	3	1
Representatives of farm organizations	1	-

Members were appointed by the board of education in the case of 150 (72 per cent) of the boards. TABLE XIII. Teachers of agriculture reported that they appointed members for 42 (20 per cent) of the boards and that school administrators appointed members for 33 (16 per cent) of the boards. Apparently, appointment of members was a joint undertaking in some cases.

4. How members were notified of their appointment.

The members of 115 (55 per cent) of the boards were notified of their appointment by letter. TABLE XIV. The letters were sent by: boards of education in the case of 54 (47 per cent), teachers of agriculture in the case of 31 (27 per cent) and school administrators in the case of 21 (18 per cent) of the boards. TABLE XV.

The alternative method reported for notifying members of their appointments was by personal contact. This method was used in the case of 77 (37 per cent) of the boards. The teacher of agriculture made the contact for 67 (87 per cent) of the boards. TABLE XVI.

How Boards Functioned.

1. How recommendations were arrived at.

A majority, 107 (51 per cent) of the boards arrived at recommendations in group meetings. TABLE XVII. A somewhat smaller number, 75 (36 per cent) depended on contacting members individually as a system for arriving at recommendations of the board.

2. Frequency of meetings and attendance.

The number of meetings reported per year ranged from none to twelve with an average of two. TABLE XVIII. Thirty-nine (19 per cent) of the boards did not meet. Average attendance ranged from one to twelve with an average of four members. TABLE XIX. One hundred and thirty-six, or 66 per cent of the boards had an average attendance of from four to seven.

3. Scheduling of meetings.

Scheduling the dates of meetings to be held during the year at the first meeting was not a common practice. TABLE XX. Only 30 (14 per cent) of the teachers reported that their boards followed this practice. Scheduling of meetings at equal intervals was practiced by only 70 (34 per cent) of the boards.

TABLE XIII

WHO APPOINTED THE MEMBERS TO 209 AGRICULTURAL ADVISORY BOARDS

Appointed by	Number of boards reporting	Per cent
Board of education	150	72
Teacher of agriculture	42	20
School administrator	33	16
Board of cooperative educational services	3	1
Agricultural advisory board	2	1

TABLE XIV

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO HOW MEMBERS WERE NOTIFIED OF THEIR APPOINTMENT

Means of notification	Number of boards reporting	Per cent
Letter	115	55
Personal	77	37
Did not indicate	17	8
Totals	209	100

TABLE XV

DISTRIBUTION OF 115 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO NOTIFIED THE APPOINTED MEMBERS BY LETTER

Who notified the appointed members by letter	Number of boards reporting	Per cent
Board of education	54	47
Teacher of agriculture	31	27
School administrator	21	18
Teacher of agriculture and school administrator	3	3
Teacher of agriculture and board of education	2	2
Administrator and board of education	2	2
Administrator, board of education, and teacher of agriculture	2	2
Totals	209	100

TABLE XVI

DISTRIBUTION OF 77 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO NOTIFIED THE APPOINTED MEMBERS PERSONALLY

Person	Number of boards reporting	Per cent
Teacher of agriculture	67	87
Teacher of agriculture and school administrator	5	6
School administrator	3	4
Member, board of education	2	3
Totals	77	100

TABLE XVII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO PROCESS USED FOR ARRIVING AT RECOMMENDATIONS

Process	Number of boards reporting	Per cent
Group meetings	107	51
Contacting members individually	75	36
Both	15	7
Did not indicate	12	6
Totals	209	100

TABLE XVIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF MEETINGS REPORTED DURING THE YEAR
JULY 1, 1960 TO JUNE 30, 1961

Number of meetings held	Number of boards reporting	Per cent
0	39	19
1	58	28
2	58	28
3	29	14
4	14	7
5	7	3
6	3	-
7	0	-
8	0	-
9	0	-
10	0	-
11	0	-
12	1	-
Totals	209	100

Average number of meetings held during the year __________ 2

TABLE XIX

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO AVERAGE ATTENDANCE

Average attendance	Number of boards reporting	Per cent
1	1	-
2	1	-
3	11	5
4	37	18
5	52	25
6	27	13
7	20	10
8	9	4
9	4	2
10	2	1
11	0	-
12	2	1
Not reported	43	21
Totals	209	100
Average attendance		4.

TABLE XX

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO HOW MEETINGS WERE SCHEDULED

Responses	Scheduled at first meeting		Scheduled at equal intervals	
	Number	Per cent	Number	Per cent
Yes	30	14	70	34
No	137	66	97	46
Not reported	42	20	42	20
Totals	209	100	209	100

4. Election of officers.

Ninety-four (45 per cent) of the 209 teachers reported that their boards elected officers. TABLE XXI.

5. Planned program of work.

The practice of planning an annual program of work was followed by only 19 (nine per cent) of the boards. TABLE XXII.

Procedures Used in Conducting Meetings

1. Preparation of the agenda.

One hundred and forty-five (69 per cent) of the teachers indicated that they were the only one who prepared the agenda for meetings. TABLE XXIII. Another eighteen (nine per cent) reported that they prepared the agenda in cooperation with others such as the chairman, secretary, school administrator, or board of education member. Only six (three per cent) of the teachers reported that the agenda was prepared exclusively by the chairman.

2. Items normally included on the agenda.

The items most commonly included on the agenda for the meetings were: report by the teacher of agriculture, which was reported by 161 (77 per cent); new business, reported by 135 (65 per cent); and minutes of previous meeting, by 105 (50 per cent). TABLE XXIV. Less than half of the teachers reported the inclusion of the following items on the agenda: unfinished business, reading and approving minutes, committee reports and communications.

3. Mailing of notices of meetings.

Teachers of agriculture were usually responsible for the mailing of notices of meetings where this practice was followed. One hundred thirty-one (63 per cent) of the teachers reported that they performed this task. TABLE XXV.

4. Meeting place.

Meetings were usually held in the agriculture department by 153 (73 per cent) of the 209 boards. TABLE XXVI. Other rooms in the school were utilized for meetings by six boards. Only four boards met outside the school.

5. Seating arrangements.

One hundred and sixty-four (79 per cent) of the 209 teachers of agriculture reporting said that meetings of

TABLE XXI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHETHER OR NOT THEY ELECTED OFFICERS

Status	Number	Per cent
Elected officers	94	45
Did not elect officers	72	34
No answer	43	21
Totals	209	100

TABLE XXII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHETHER OR NOT THEY PLANNED A PROGRAM OF WORK

Category	Number	Per cent
Planned a program of work	19	9
Did not plan a program of work	146	70
No answer	44	21
Totals	209	100

TABLE XXIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO RESPONSIBILITY FOR THE PREPARATION OF THE AGENDA

Who was responsible for preparing the agenda	Number of boards reporting	Per cent
Teacher of agriculture	145	69
Teacher of agriculture in cooperation with others	18	9
Chairman	6	3
Secretary	1	-
Did not indicate	39	19
Totals	209	100

TABLE XXIV

ITEMS NORMALLY INCLUDED ON THE AGENDA OF 209 BOARDS

Items	Number of boards reporting	Per cent
Report by the teacher of agriculture	161	77
New business	135	65
Minutes of previous meeting	105	50
Unfinished business	84	40
Reading and approving minutes	61	29
Committee reports	39	19
Communications	29	14

TABLE XXV

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO WAS RESPONSIBLE FOR MAILING THE NOTICES FOR THE MEETINGS

Who was responsible	Number of boards reporting	Per cent
Teacher of agriculture	131	63
Agricultural advisory board secretary	3	2
Teacher of agriculture and secretary	2	1
Chairman, agricultural advisory board	1	-
School administrator	1	-
Did not mail notices	71	34
Totals	209	100

TABLE XXVI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHERE MEETINGS WERE USUALLY HELD

Place	Number of boards reporting	Per cent
Agriculture department	153	73
Other rooms in the school	6	3
Variable	5	2
Other than school	4	2
No reply	41	20
Totals	209	100

their boards were held in a round-table setting. TABLE XXVII. Only three teachers reported that the round-table setting was not employed. Forty-two teachers did not report.

6. Person presiding.

The meetings of the board were presided over by the chairman of the agricultural advisory board in 95 (45 per cent) of the cases. TABLE XXVIII. However, 70 (34 per cent) of the teachers reported that they presided at board meetings.

7. Availability of agenda and minutes during meetings.

Seventy-six (36 per cent) of the teachers reported that it was the custom of their boards to have copies of the minutes of the previous meeting available for each member attending board meetings. TABLE XXIX. A large number, 109 (52 per cent) of the teachers said that copies of the current meeting agenda were available for members at meetings.

8. Committee structure.

Agricultural advisory boards seldom used sub-committees. One hundred and fifty-nine (76 per cent) of the teachers reported that their boards normally functioned as a "committee-of-the-whole". TABLE XXX. Only five (two per cent) indicated that their boards used sub-committees.

9. Use of majority-rule for recommendations.

Recommendations of the board were supported by a majority of the appointed members in the case of 142 (68 per cent) of the boards. TABLE XXXI. Only fifteen (seven per cent) of the boards did not follow this rule.

10. Use of the rules of parliamentary procedure.

It was reported that business was transacted informally, without the use of rules of parliamentary procedure by 129 (62 per cent) of the boards. TABLE XXXII. Only 32 (15 per cent) of the teachers reported that their boards used the rules of parliamentary proceudre in conducting their meetings.

11. Appointment of members to represent the board at special functions or to perform specific tasks.

One hundred and fifty (72 per cent) of the boards did not follow the practice of appointment members to

TABLE XXVII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHETHER OR NOT MEETINGS WERE HELD IN A ROUND-TABLE SETTING

How meetings were held	Number of boards reporting	Per cent
Meetings held in a round-table setting	164	79
Meetings not held in a round-table setting	3	1
Did not report	42	20
Totals	209	100

TABLE XXVIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO PRESIDED OVER THE MEETINGS

Presiding officer	Number of boards reporting	Per cent
Chairman, agricultural advisory board	95	45
Teacher of agriculture	70	34
Combined teacher of agriculture and chairman, agricultural advisory board	2	1
Did not indicate	42	20
Totals	209	100

TABLE XIX

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO AVAILABILITY OF COPIES OF THE MINUTES OF THE PREVIOUS MEETING AND AGENDA OF CURRENT MEETING FOR EACH MEMBER ATTENDING

Availability	Minutes of previous meeting		Agenda of current meeting	
	Number	Per cent	Number	Per cent
Available	76	36	109	52
Not available	90	43	56	27
Did not report	43	21	44	21
Totals	209	100	209	100

TABLE XXX

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO USE OF COMMITTEES

How the boards functioned	Number of boards reporting	Per cent
As a committee of the whole	159	76
Through sub-committees	5	2
No answer	45	22
Totals	209	100

TABLE XXXI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHETHER OR NOT THE RECOMMENDATIONS OF THE BOARDS WERE SUPPORTED BY A MAJORITY OF THE APPOINTED MEMBERS

Support of recommendations	Number of boards	Per cent
Recommendations were supported by majority of appointed members	142	68
Recommendations were not supported by majority of appointed members	15	7
Did not reply	52	25
Totals	209	100

TABLE XXXII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO HOW BUSINESS WAS USUALLY TRANSACTED

How business was transacted	Number of boards reporting	Per cent
Informally	129	62
By rules of parliamentary procedure	32	15
Combination of informal and parliamentary procedure	6	3
Did not indicate	42	20
Totals	209	100

represent them at special functions or to perform special tasks. TABLE XXXIII. The 59 boards who did follow the practice appointed such persons an average of two times.

12. Keeping, duplicating and distributing of minutes.

Teachers of agriculture reported that 155 (74 per cent) of the boards kept minutes of meetings. TABLE XXXIV. Teachers took minutes for 96 (46 per cent) of the boards and an elected secretary other than the teacher kept them for 58 (28 per cent) of the boards.

Eighty-four (40 per cent) of the boards duplicated their minutes. TABLE XXXV. The teacher of agriculture most commonly performed this function.

Eighty-two (39 per cent) of the boards distributed copies of their minutes to members. TABLE XXXVI. This task, when performed, was in almost all cases performed by the teacher of agriculture.

Activities of Agricultural Advisory Boards

1. Areas of the vocational agriculture program which were studied and concerning which recommendations were made.

Recommendations were made concerning 17 different areas of the vocational agriculture program during the year. TABLE XXXVII. These areas and the proportion of boards who studied each, follows: course of study (56 per cent), course sequences (52 per cent), physical facilities (49 per cent), need for young farmer program (43 per cent), evaluation of agriculture program (34 per cent), summer program of work (34 per cent), locating farms for work experience (33 per cent), public relations (28 per cent), FFA (27 per cent) and annual program of work (23 per cent).

Also, standards for farming programs (12 per cent), on-farm instruction (12 per cent), shows, fairs, and exhibits (11 per cent), finance (four per cent), student problems (three per cent), agriculture teachers problems (three per cent) and related occupations (one per cent).

2. Making arrangements for the teacher of agriculture to appear on community programs.

This practice was pursued by only 31 (15 per cent) of the 209 boards. TABLE XXXVIII. The number of times such arrangements were made by the 31 boards following the practice ranged from one to five with an average of two.

3. Explanation of the purposes and program of vocational agriculture to community groups by a representative of the agricultural advisory board.

TABLE XXXIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO THE NUMBER OF TIMES THAT MEMBERS WERE APPOINTED TO REPRESENT THE BOARD AT SPECIAL FUNCTIONS OR TO PERFORM SPECIAL TASKS

Number of times a member was appointed	Number of boards reporting	Per cent
0	150	72
1	17	8
2	27	13
3	8	4
4	4	2
5	3	1
Totals	209	100

Average number of times 59 boards followed this practice– 2.

TABLE XXXIV

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO KEPT THE MINUTES OF THE MEETINGS

Who kept the minutes	Number of boards reporting	Per cent
Teacher of agriculture	96	46
Secretary	58	28
School administrator	1	-
Records not kept	6	3
Did not indicate	48	23
Totals	209	100

TABLE XXXV

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO WAS RESPONSIBLE FOR DUPLICATING COPIES OF MINUTES OF MEETINGS

Who was responsible for duplicating	Number of boards reporting	Per cent
Teacher of agriculture	79	38
Advisory board secretary	3	2
Advisory board chairman	1	-
Teacher of agriculture and advisory board chairman	1	-
Did not duplicate	74	36
Did not indicate	51	24
Totals	209	100

TABLE XXXVI

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO WHO WAS RESPONSIBLE FOR DISTRIBUTING COPIES OF MINUTES OF MEETINGS

Who was responsible for distributing	Number of boards reporting	Per cent
The teacher of agriculture	80	38
The advisory board secretary	2	1
Did not distribute	72	35
Did not indicate	55	26
Totals	209	100

TABLE XXXVII

AREAS OF THE VOCATIONAL AGRICULTURAL PROGRAM STUDIED
BY 209 AGRICULTURAL ADVISORY BOARDS

Area	Number of boards	Per cent
Course of study	116	56
Course sequences	109	52
Physical facilities	103	49
Need for young farmer program	90	43
Evaluation of agriculture program	72	34
Summer program of work	71	34
Locating farms for work experience	69	33
Public relations	58	28
FFA	57	27
Annual program of work	49	23
Standards for farming programs	26	12
On-farm instruction	25	12
Shows, fairs, exhibits	23	11
Finance	8	4
Student problems	7	3
Agriculture teachers problems	6	3
Related occupations	2	1

TABLE XXXVIII

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO THE FREQUENCY WITH WHICH ARRANGEMENTS WERE MADE FOR THE TEACHER OF AGRICULTURE TO APPEAR ON COMMUNITY PROGRAMS

Number of times arrangements were made	Number of boards reporting	Per cent
0	178	85
1	20	10
2	7	4
3	2	1
4	1	-
5	1	-
Totals	209	100

Only 36 (17 per cent) of the 209 boards followed this practice. TABLE XXXIX. The number of such appearances ranged from one to six with an average of two for the 36 boards.

Advantages of Agricultural Advisory Boards

Of the 209 teachers of agriculture reporting, a majority cited the following advantages of agricultural advisory boards: have important public relations potential, provide opportunity for interested citizens to work with school, assist teacher of agriculture evaluate the program, help teacher improve quality of teaching, provide advice not easily obtainable elsewhere, provide excellent means of communication between school and public, offer external support of policies and increase teachers knowledge of community and its people. TABLE XL.

A second group of advantages were cited by fewer than half but more than 20 per cent of the teachers reporting: develop a program tailored for community, improve relations between teacher, school administrator and board of education, add prestige to program, gets things done, brings practical experience, create interest and support for school on part of agricultural persons, contribute to teacher's feeling of job security, improve teacher job satisfaction, valuable in maintaining and establishing young farmer program, help coordinate work of department with agencies in community, provide continuing program when teachers change, and relieve teacher from difficult decisions.

Fewer than 20 per cent of the teachers viewed the following statements as advantages of agricultural advisory boards: constitute an effective means to pressure board of education, save time for board of education, help improve teacher salary, effective means of circumventing board of education policy, take place of school administrator in the administration of the program, aid in FFA, assist in locating funds and cooperating farmers, and fund raising.

B. A COMPARISON OF AGRICULTURAL ADVISORY BOARDS IN NEW YORK STATE DURING THE SCHOOL YEARS ENDING JUNE 30, 1946 AND JUNE 30, 1961

On the basis of 220 questionnaire returns, from a total population of 296 schools offering vocational agri-

TABLE XXXIX

DISTRIBUTION OF 209 AGRICULTURAL ADVISORY BOARDS ACCORDING TO THE FREQUENCY WITH WHICH A REPRESENTATIVE EXPLAINED THE PURPOSES AND PROGRAM OF VOCATIONAL AGRICULTURE TO COMMUNITY GROUPS

Number of time a representative explained	Number of boards reporting	Per cent
0	173	83
1	19	9
2	12	6
3	1	-
4	2	1
5	0	-
6	2	1
Totals	209	100

TABLE XL

ADVANTAGES OF AGRICULTURAL ADVISORY BOARDS REPORTED BY 209 TEACHERS OF AGRICULTURE

Advantages	Number of teachers	Per cent
Have important public relations potential	144	68.9
Provide opportunity for interested citizens to work with school	138	66.0
Assist teacher of agriculture to evaluate the program	134	64.1
Help teacher improve quality of teaching	127	60.8
Provide advice not easily obtainable elsewhere	123	58.8
Provide excellent means of communication between school and public	122	58.4
Offer external support of policies, create pressure, etc.	118	56.4
Increase teacher's knowledge of community and its people	114	54.5
Develop a program tailored for the community	103	49.3
Improve relations between teacher, school administrator and board of education	102	48.8
Add prestige to program through participation of persons in agriculture	97	46.4
Gets things done, brings practical experience	79	37.8
Create interest and support for school on part of agriculture persons	78	37.3
Contribute to teacher's feeling of job security	72	34.4
Improve teacher job satisfaction	64	30.6
Valuable in maintaining and establishing young farmer program	63	30.1
Help coordinate work of department with agencies in community	60	28.7
Provide continuing program when teachers change	58	27.8
Relieve teacher from difficult decisions	45	21.5
Constitute an effective means to pressure the board of education	39	18.7
Save time for board of education	37	17.7
Help improve teacher salary	13	6.2
Effective means of circumventing board of education policy	12	5.7
Take place of school administrator in the administration of the program	6	2.9
Aid in FFA	5	2.4
Assist in locating funds and cooperating farmers	2	1.0
Fund raising	1	0.5

culture, Coombs[8] reported descriptive data concerning 39 agricultural advisory boards in New York State during the school year 1945-46. Fifteen years later 235 teachers, from a total population of 258 schools offering instruction in agriculture, reported 209 agricultural advisory boards in New York State during the school year 1960-61. This represented an increase between 1946 and 1961 of 170 (536 per cent) in the number of agricultural advisory boards reported by teachers of agriculture.

Since the purposes of Coombs[9] study and the present effort were somewhat divergent it was not possible to compare many facets of membership, appointment of members, how boards functioned, procedures used in conducting meetings and activities of agricultural advisory boards. However, comparisons have been made below wherever data from the two studies allowed.

Membership

1. Number of appointed members.

Teachers reported an average of five members per board and a range from three to 11 during the school year 1945-46. TABLE XLI. Fifteen years later teachers again reported an average of five members per board. However, a range of from one to 12 appointed members was reported for the school year 1960-61.

2. Occupations of appointed members.

Farm owners were the predominant occupational group represented on agricultural advisory boards in both 1946 and 1961. TABLE XLII. However, the proportion of board members who were farm owners declined from 85 per cent in 1946 to 79 per cent in 1961.

Conversely, the proportion of board members from off-farm agricultural occupations increased from five per cent to 15 per cent during the same period.

Board members were seldom appointed from non-agriculturcal occupations in both 1946 and 1961.

Appointment of Members

1. Term of office.

A definite term of appointment for appointed members was reported by teachers for 16 per cent of the boards in

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[8] Coombs, *op. cit.*, pp. 8-11.

[9] *Ibid.*, p. 7.

TABLE XLI

DISTRIBUTION OF AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS, 1946 AND 1961

Number of appointed members	Number of boards reporting		Per cent	
	1946	1961	1946	1961
0	-	10	-	5
1	-	0	-	-
2	-	0	-	-
3	6	8	15	4
4	-	12	-	6
5	19	116	49	56
6	9	29	23	14
7	3	13	8	6
8	-	7	-	3
9	-	9	-	4
10	-	2	-	1
11	2	1	5	-
12	-	2	-	1
Totals	39	209	100	100

Mean: 1946 - 5
1961 - 5

TABLE XLII

THE FREQUENCY WITH WHICH APPOINTED BOARD MEMBERS WERE DRAWN FROM CERTAIN OCCUPATIONAL GROUPS, 1946 AND 1961

Occupational groups	Number of members		Per cent of members	
	1946	1961	1946	1961
Farm owners	157	880	85	79
Agricultural, off-farm	9	171	5	15
Non-agricultural	6	41	3	4
Others	12	17	7	2
Totals	184	1109	100	100

1946. TABLE XLIII. By 1961, 82 per cent of the boards appointed their members to a definite term, according to teacher responses.

The average term of appointment in 1946 was three years and in 1961 it was four years.

2. Nomination.

The teacher of agriculture was the most active participant in the nomination of appointed members in both 1946 and 1961. TABLE XLIV. Such participation was reported by teachers in connection with 87 per cent of the boards in 1946 and 84 per cent in 1961.

The school administrators played a more active role in the nomination of appointed members in 1961 than had been the case in 1945. Such nominations were made in connection with 64 per cent of the boards in 1961 in contrast to 49 per cent of the boards in 1946.

Boards of education likewise made nominations for a greater proportion of the boards in 1961; 51 per cent in 1961 as compared to 28 per cent in 1946.

Agricultural advisory boards did not participate in the nomination of appointed members in 1946 but by 1961 such nominations were reported in connection with 13 per cent of the boards.

3. Who appointed.

Members of the agricultural advisory board were appointed most frequently by the board of education in both 1946 and 1961. TABLE XLV. This was true of 74 per cent of the boards in 1946 and 72 per cent of the boards in 1961.

Teachers of agriculture and school administrators appointed members for a slightly smaller proportion of boards in 1961 than had been true in 1945; twenty-three per cent of the teachers and 21 per cent of the school administrators performed this function in 1946 as compared to 20 per cent of the teachers and 16 per cent of the school administrators in 1961.

How Boards Functioned

1. Frequency of meetings.

Eighty-one per cent of the boards met as a group one to six times in 1961 compared with 49 per cent in 1946. TABLE XLVI. An average of two such meetings per board were reported in 1961 in contrast to one

TABLE XLIII

DISTRIBUTION OF AGRICULTURAL ADVISORY BOARDS ACCORDING TO NORMAL TERM OF APPOINTMENT OF APPOINTED MEMBERS, 1946 AND 1961

Term of appointment in years	Number of boards reporting		Per cent	
	1946	1961	1946	1961
1	1	7	3	3
2	2	19	5	9
3	2	78	5	37
4	0	7	-	3
5	0	55	-	26
6	1	4	3	2
7	0	0	-	-
8	0	1	-	-
Not reported or indefinite term	33	38	84	18
Totals	39	209	100	100

Mean: 1946 - 3
1961 - 4

TABLE XLIV

PARTICIPATION IN THE NOMINATION OF APPOINTED MEMBERS, 1946* AND 1961**

Participants	Number of schools		Per cent	
	1946	1961	1946	1961
Teacher of agriculture	34	176	87	84
School administrator	19	134	49	64
Board of education	11	107	28	51
Agricultural advisory board	-	28	-	13
Board of cooperative educational services	-	6	-	3
Young farmers	-	3	-	1
Representatives of other farm organizations	-	1	-	-

* 39 boards
** 209 boards

TABLE XLV

WHO APPOINTED MEMBERS OF AGRICULTURAL ADVISORY BOARDS, 1946* AND 1961**

Appointed by	Number of boards		Per cent of boards	
	1946	1961	1946	1961
Board of education	29	150	74	72
Teacher of agriculture	9	42	23	20
School administrator	8	33	21	16
Board of cooperative educational services	-	3	-	1
Agricultural advisory board	-	2	-	1

* 39 boards
** 209 boards

TABLE XLVI

DISTRIBUTION OF AGRICULTURAL ADVISORY BOARDS ACCORDING TO NUMBER OF MEETINGS REPORTED, 1946 AND 1961

Number of meetings	Number of boards reporting		Per cent	
	1946	1961	1946	1961
0	18	39	51	19
1	8	58	23	28
2	3	58	8	28
3	1	29	3	14
4	2	14	6	7
5	1	7	3	3
6	2	3	6	1
7	-	0	-	-
8	-	0	-	-
9	-	0	-	-
10	-	0	-	-
11	-	0	-	-
12	-	1	-	-
Totals	35	209	100	100

Mean: 1946 - 1
1961 - 2

meeting per board in 1945.

2. Election of officers.

Forty-five per cent of the boards were reported to have elected officers in 1961 compared with 36 per cent in 1946. TABLE XLVII.

Activities of Agricultural Advisory Boards

1. Areas of the vocational agriculture program studied and concerning which recommendations were made.

The problems studied by 20 per cent or more of the boards (approximately) in 1946 were: need for young and adult farmer program (50 per cent); standards for farming programs (31 per cent); agricultural engineering needs (31 per cent); FFA (25 per cent); course of study (19 per cent); evaluation of agriculture program (19 per cent); shows, fairs and exhibits (19 per cent); agricultural needs of community (19 per cent); and planning field trips (19 per cent). TABLE XLVIII.

In 1961 the problems studied by 20 per cent or more of the boards were: course of study (56 per cent), course sequences (52 per cent), physical facilities (49 per cent), need for young and adult farmer program (43 per cent), evaluation of agriculture program (34 per cent), summer program of work (34 per cent), locating farms for work experience (33 per cent), public relations (28 per cent), FFA (27 per cent) and annual program of work (23 per cent).

The lists of problems studied by 20 per cent or more of the boards in 1946 and 1961 included four problems common to both: course of study, need for young and adult farmer program, evaluation of agriculture program and FFA.

The list of problems studied by 20 per cent or more of the boards in 1946 included five problems not present in the comparable list for 1961: standards for farming programs; shows, fairs, exhibits; agricultural engineering needs; agricultural needs of community and planning field trips.

The list of problems studied by 20 per cent or more of the boards in 1961 included six problems which had not appeared in the comparable list for 1946: course sequences, physical facilities, summer program of work, locating farms for work experience, public relations and annual program of work.

TABLE XLVII

DISTRIBUTION OF AGRICULTURAL ADVISORY BOARDS ACCORDING TO STATUS CONCERNING ELECTION OF OFFICERS, 1946 AND 1961

Status	Number of boards		Per cent	
	1946	1961	1946	1961
Elected officer(s)	14	94	36	45
Did not elect officers	21	72	54	34
No answer	4	43	10	21
Totals	39	209	100	100

TABLE XLVIII

AREAS OF THE VOCATIONAL AGRICULTURE PROGRAM STUDIED AT MEETINGS, 1946* AND 1961**

Area	Number of boards 1946	Number of boards 1961	Per cent 1946	Per cent 1961
Course of study	3	116	19	56
Course sequences	-	109	-	52
Physical facilities	2	103	13	49
Need for young and adult farmer program	8	90	50	43
Evaluation of agriculture program	3	72	19	34
Summer program of work	-	71	-	34
Locating farms for work experience	2	69	13	33
Public relations	-	58	-	28
FFA	4	57	25	27
Annual program of work	2	49	13	23
Standards for farming programs	5	26	31	12
On-farm instruction	-	25	-	12
Shows, fairs, exhibits	3	23	19	11
Finance	-	8	-	4
Student problems	-	7	-	3
Agriculture teacher problems	-	6	-	3
Related occupations	-	2	-	1
Agricultural engineering needs	5	-	31	-
Agricultural needs of community	3	-	19	-
Planning field trips	3	-	19	-
Recruitment for the all-day program	2	-	13	-

* 16 boards
** 209 boards

C. SIGNIFICANT DIFFERENCES BETWEEN 100 EFFECTIVE AND 99 INEFFECTIVE AGRICULTURAL ADVISORY BOARDS DURING THE SCHOOL YEAR JULY 1, 1960 - June 30, 1961

Membership

1. Number of appointed members.

Effective boards had a significantly greater (.05 level) number of appointed members than ineffective boards. The range for the number of appointed members for effective boards was three to twelve and for ineffective boards, three to ten. The median number of appointed members was 5.36 and 5.07 respectively. TABLE XLIX.

Appointment of Members

1. Nomination of appointed members.

A greater proportion of effective boards participated in the nomination of appointed members. There was a significant difference (.05 level) between effective and ineffective boards who themselves, nominated the appointed members. TABLE L.

2. Source of notification of appointment.

A significant relationship (between .01 and .02 level) was found between the source of letter notifying appointees and the effectiveness of boards; when "no answers" were excluded. More than one and a half times as many effective and ineffective boards notified members of their appointment by letters from the board of education. More than three times as many ineffective as effective boards notified members of their appointment by letters from the school administrator. TABLE LI.

How Boards Functioned

1. Method employed in arriving at recommendations.

A significantly greater (.05 level) proportion of effective boards arrived at recommendations in group meetings. A significantly greater (.05 level) proportion of ineffective boards arrived at recommendations by contacting members individually. TABLE LII.

2. Frequency of meetings held.

A significantly greater (.05 level) proportion of effective boards held more frequent meetings during the year of study. Effective boards had a range in number of meetings from one to twelve and a median of 2.74. For ineffective boards the range was one to four meetings with a median of 2.11. TABLE LIII.

TABLE XLIX

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO NUMBER OF APPOINTED MEMBERS

Classification of boards	Number of appointed members												No answer	Total
	1	2	3	4	5	6	7	8	9	10	11	12		
Effective	--	-	1	6	50	16	10	6	7	1	1	2	-	100
Ineffective	-	-	7	5	66	13	3	1	2	1	-	-	1	99

Median test, critical ratio 3.26. $P < .05$

Table value at 5% level, 1.96

TABLE L

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHO NOMINATED THE APPOINTED MEMBERS OF THE BOARD

Participants	Effective	Ineffective	Critical ratio
Agricultural teacher	92	84	1.36
School administrator	70	64	0.65
Board of education	57	50	0.78
Agricultural advisory board	22	6	9.59*
Board on cooperative educational services	5	1	-
Others	3	1	-

Difference in proportion test, $^*P < .05$

Table value at 5% level, 1.96

TABLE LI

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO SOURCE OF LETTER OFFICIALLY NOTIFYING INDIVIDUALS OF THEIR APPOINTMENT TO THE BOARD

Sources of letter	Effective	Ineffective
Board of education	33	20
Agriculture teacher	16	15
School administrator	5	16
Agriculture teacher and school administrator	3	-
Agriculture teacher and board of education	2	-
School administrator and board of education	1	1
All three of them	1	1
No answer	39	46
Totals	100	99

- Chi square test excluding "no answer":

Sources of letter	Effective	Ineffective
Board of education	33	20
Agriculture teacher	16	15
School administrator	5	16
Combinations of these three	7	2
Totals	61	53

Chi square = 11.26; 3 df; $.02 > p > .01$

Table value at 2% and 1% level, 9.84 and 11.34, respectively

TABLE LII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO METHOD EMPLOYED IN ARRIVING AT RECOMMENDATIONS

Methods employed	Effective	Ineffective	Critical ratio
In group meetings	66	39	3.62*
By contacting members individually	24	51	3.86*
Combined group meeting and individual contact	9	6	-
No answer	1	3	-
Totals	100	99	-

Difference in proportion test, $^{*}P < .05$

Table value at 5% level, 1.96

TABLE LIII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE AGRICULTURE ADVISORY BOARDS ACCORDING TO FREQUENCY OF MEETINGS HELD DURING THE PERIOD JULY 1, 1960 TO JUNE 30, 1961

Classification of boards	Frequency												No answer	Total
	1	2	3	4	5	6	7	8	9	10	11	12		
Effective	26	31	21	9	7	3	-	-	-	-	-	1	2	100
Ineffective	32	27	8	4	-	-	-	-	-	-	-	-	28	99

Median test, critical ratio 4.45, $P < .05$

Table value at 5% level, 1.96

3. Average attendance at meetings.

Effective boards had a significantly higher (.05 level) average attendance in meetings than ineffective boards. The range in number of average attendance for effective boards was two to twelve with a median of 4.75. Ineffective boards had a range of one to eight with a median of 4.24 meetings. TABLE LIV.

4. Scheduled future meetings at the first meeting.

A significant difference (.05 level) was found between boards who did or did not schedule future meetings during the first meeting and board effectiveness. More than three times as many effective boards scheduled future meetings at the first meeting. TABLE LV.

5. Scheduled meetings at regular intervals.

A significant difference (.05 level) was found between boards who did or did not schedule meetings at regular intervals and board effectiveness. More than twice as many effective, as ineffective boards scheduled meetings at regular intervals. TABLE LVI.

6. Planned program of work.

A significant difference (.05 level) was found between boards who did and did not plan a program of work and board effectiveness. More than eight times as many effective, as ineffective boards planned a program of work. TABLE LVII.

Procedures Used in Conducting Meetings

1. Responsibility for the preparation of the agenda for meetings.

A significant relationship (.01 level) was found between those who were responsible for preparing the meeting agenda and effectiveness of the advisory board; when "no answers" were excluded. The agriculture teacher was mentioned by 79 per cent of the effective and 94 per cent of the ineffective boards as being responsible alone for preparing the meeting agenda. TABLE LVIII.

2. Items normally included in the agenda.

A significantly greater (.05 level) proportion of effective than ineffective boards included on their agenda, the following: 1) the report of the agriculture teacher, 2) new business, 3) minutes of the

TABLE LIV

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO AVERAGE ATTENDANCE AT MEETINGS

Classification of boards	Average attendance												No answer	Total
	1	2	3	4	5	6	7	8	9	10	11	12		
Effective	-	1	4	15	32	17	11	8	4	2	-	2	4	100
Ineffective	1	-	7	22	19	10	9	1	-	-	-	-	30	99

Median test critical ratio 3.44, $P < .05$

Table value at 5% level, 1.96

TABLE LV

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHO SCHEDULED SUBSEQUENT MEETINGS DURING THE FIRST MEETING

Scheduled at first meeting	Effective	Ineffective
Yes	23	7
No	75	61
No answer	2	31
Totals	100	99

Difference in proportion test, critical ratio 3.45, $P < .05$

Table value at 5% level, 1.96

TABLE LVI

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHO SCHEDULED MEETINGS AT REGULAR INTERVALS

Meetings at regular intervals	Effective	Ineffective
Yes	48	21
No	50	47
No answer	2	31
Totals	100	99

Difference in proportion test, critical ratio 2.17, $P < .05$

Table value at 5% level, 1.96

TABLE LVII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHETHER OR NOT A PROGRAM OF WORK WAS PLANNED

Planned the program of work	Effective	Ineffective
Yes	17	2
No	80	66
No answer	3	31
Totals	100	99

Difference in proportion test, critical ratio 2.45, $P < .05$

Table value at 5% level, 1.96

TABLE LVIII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHO WAS RESPONSIBLE FOR THE PREPARATION OF THE AGENDA FOR MEETINGS

Who was responsible	Effective	Ineffective
Agriculture teacher	78	68
Agriculture teacher and chairman	10	1
Chairman only	5	1
Agriculture teacher, secretary, and chairman	3	-
Secretary only	-	1
Agriculture teacher and secretary	-	1
Agriculture teacher and school administrator	1	-
Agriculture teacher and president	1	-
No answer	2	27
Totals	100	99

Chi square test excluding "no answers":

Who was responsible	Effective	Ineffective
Agriculture teacher	78	68
Agriculture teacher and/or other	20	4
Totals	98	72

Chi square = 7.92; 1 df.; $P < .01$

Table value at 1% level, 6.64

previous meeting, 4) unfinished business, 5) reading and approving the minutes of the present meeting, 6) committee reports, and 7) communications. The above items occurred in the same hierarchy of frequency for effective and ineffective boards. TABLE LIX.

3. Use of parliamentary procedure.

A significant difference (between .01 and .02 level) was found between boards who did and did not use parliamentary procedures and board effectiveness. Three times as many effective as ineffective boards used parliamentary procedure. TABLE LX.

Activities of Agricultural Advisory Boards

1. Areas of vocational agriculture studied and recommendations made.

A significantly greater (.05 level) proportion of effective boards studied and made recommendations concerning the following: 1) content for the course of study, 2) agriculture courses to be offered in grades seven-12, 3) physical facilities, 4) need for young and adult farmer program, 5)evaluation of the vocational agriculture program, 6) agriculture teachers' summer program of work, 7) locating farms for non-farm boys, 8) public relations, 9) advising the FFA, 10) annual program of work, and 11) standards for supervised farming programs. TABLE LXI.

2. Met with the new agriculture teacher.

A significant relationship (.01 level) was found between boards who met with the new agriculture teacher soon after his arrival and those boards who did not follow this practice. TABLE LXII.

Advantages of Agricultural Advisory Boards

A significantly higher (.05 level) proportion of agriculture teachers having effective boards cited the following advantages of such boards:

1. Had public relations potential;
2. Provided opportunity for interested citizens to work with the school;
3. Assisted teacher to evaluate the vocational agriculture program;
4. Helped the teacher improve the quality of teaching;

TABLE LIX

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO ITEMS NORMALLY INCLUDED ON THE AGENDA

Items	Effective (N=100)	Ineffective (N=99)	Critical ratio
Report by agriculture teachers	94	65	4.71
New business	83	51	4.58
Minutes of previous meetings	66	39	4.47
Unfinished business	54	30	3.24
Reading and approving minutes	44	17	3.95
Committee reports	29	9	3.39
Communications	22	7	2.78

Difference in proportion test, $P < .05$ (all)

Table value at 5% level, 1.96

TABLE LX

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO WHETHER OR NOT PARLIAMENTARY PROCEDURE WAS USED

Use of parliamentary procedure	Effective	Ineffective
Yes	24	8
No	66	62

Chi square (excluding "no answer"), 5.71, .02 > P > .01

Table value at 2% and 1% levels, 5.41 and 6.64 respectively

TABLE LXI

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO AREAS OF VOCATIONAL AGRICULTURE STUDIED AND RECOMMENDATIONS MADE

Areas of vocational agriculture	Effective (N=100)	Ineffective (N=99)	Critical ratio
Content for course of study	72	44	3.80
Agriculture courses to be offered in grades 7-12	69	39	4.05
Physical facilities	64	39	3.33
Need for young and adult farmer program	53	36	2.22
Evaluation of the vocational agriculture program	50	22	3.93
Agriculture teachers summer program of work	45	25	2.77
Locating farms for nonfarm boys	42	27	2.03
Public relations	43	15	4.17
Advising FFA	38	19	2.78
Annual program of work	34	15	2.92
Standards for supervised farming programs	19	7	2.29

Difference in proportion test, $P < .05$ (all)

Table value at 5% level, 1.96

TABLE LXII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS WHO MADE IT A POLICY TO MEET THE NEW AGRICULTURE TEACHER SOON AFTER HIS ARRIVAL IN THE COMMUNITY

Policy	Effective	Ineffective
Met	22	10
Did not meet	12	25
Not applicable	56	46

Chi square (excluding "no answer"), 9.59; P < .01

Table value at 1% level, 9.21

5. Provided advice not easily obtainable elsewhere;

6. Provided excellent means of communication between school and public;

7. Offered external support of policies;

8. Had developed a program tailored for the community;

9. Added prestige to the program through the participation of persons in agriculture;

10. Got things done;

11. Contributed to teacher's feeling of security;

12. Improved teacher job satisfaction;

13. Valuable in establishing and maintaining the young farmer program;

14. Helped coordinate the work of the vocational agriculture department with other agencies in the community; and

15. Provided continuing program when teachers changed.

TABLE LXIII.

TABLE LXIII

DISTRIBUTION OF 100 EFFECTIVE AND 99 INEFFECTIVE BOARDS ACCORDING TO ADVANTAGES FROM THE BOARD REPORTED BY THE AGRICULTURE TEACHER

Advantages	Effective (N=100)	Ineffective (N=99)	Critical ratio
Had public relations potential	82	62	2.90
Provided opportunity for interested citizens to work with school	83	54	4.17
Assisted teacher evaluate vocational agriculture program	78	55	3.21
Helped teacher improve quality of teaching	75	52	3.15
Provided advice not easily obtainable elsewhere	72	51	2.83
Provided excellent means of communication between school and public	73	49	3.26
Offered external support of policies	69	49	2.66
Had developed a program tailored for the community	63	40	3.05
Added prestige to program through participation of persons in agriculture	62	35	3.62
Got things done	58	20	5.32
Contributed to teachers' feeling of job security	50	22	4.37
Improved teacher job satisfaction	43	21	3.14
Valuable in maintaining and establishing young farmer program	41	21	2.86
Helped coordinate work of vocational agriculture department with agencies in the community	37	23	1.96
Provided continuing program when teachers changed	36	22	1.98

Difference in proportion test, $P < .05$ (all)
Table value at 5% level, 1.96

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The following conclusions, implications and recommendations for further study were made and interpreted within the framework of the basic assumptions underlying the study and with due recognition given to the previously stated limitations.

A. SUMMARY AND CONCLUSIONS

Concerning the Characteristics of Agricultural Advisory Boards in New York State

1. The membership of agricultural advisory boards includes from one to four ex-officio members with an average of one per board. The teacher of agriculture serves in this capacity on the highest proportion (77 per cent) of boards. School administrators also serve frequently in this capacity (46 per cent of the boards).

2. The membership of agricultural advisory boards includes from one to twelve appointed members with an average of five per board. An average of four of the appointed members are farm owners and one is from an off-farm agricultural occupation. Tenants, farm laborers and persons from non-agricultural occupations are seldom appointed.

3. A majority of the appointed members have had previous experience with vocational agriculture as former students (an average of two per board), as parents of one or more vocational agriculture students (an average of two per board) or as a member of the board of education (an average of one per board).

4. Almost all (93 per cent) of the appointed members have attended one or more years of high school and many (27 per cent) have attended one or more years of college.

5. The normal term of appointment ranges from one to eight years with an average of four years.

6. The teacher of agriculture, school administrator and the board of education participate in nominating members for a majority of the boards. Occasionally the agricultural advisory board, young farmer program participants and representatives of farm organizations also participate.

7. Members are usually appointed by the board of education. The members of a majority of the boards are notified of their appointment by letters which are most likely to be sent by the board of education.

8. A majority of the boards arrive at recommendations in an average of two group meetings per year with an average of

four members present.

9. The dates of meetings to be held during the year are seldom scheduled at the first meeting.

10. Officers are elected by approximately one-half of the boards.

11. The practice of planning an annual program of work is seldom followed.

12. The agenda for meetings is usually prepared by the teacher of agriculture; occasionally with the cooperation of others. The items normally included on the agenda are: minutes of previous meetings, report by the teacher of agriculture and new business. A minority of the boards usually include the following items on their agenda: unfinished business, reading and approving minutes, committee reports and communications.

13. A majority of the teachers of agriculture mail advance notices of meetings to the members.

14. Meetings are usually held in the agriculture department in a round-table setting. The chairman of the agricultural advisory board is most likely to preside at meetings (45 per cent of boards); however, the teacher of agriculture presides at meetings of 34 per cent of the boards. A majority of the boards make copies of the meeting agenda available to members at meetings; but the minutes of the previous meeting are not usually made available.

15. Agricultural advisory boards in New York State normally function as a committee-of-the-whole and seldom use sub-committees or appoint members to represent them at special functions.

16. Recommendations of the board are usually supported by a majority of the appointed members.

17. Business is transacted in an informal manner by most of the boards. The use of parliamentary procedure is not a feature of the meetings of most boards.

18. Most boards follow the practice of keeping minutes of their meetings. The teacher of agriculture is most likely to keep the minutes, although it is not uncommon for an elected secretary to do so. Less than half (40 per cent) of the boards duplicate their minutes or distribute them. Where this practice is followed the teacher is most likely to carry it out.

19. The areas of the vocational agriculture program studied by 20 per cent or more of the boards are, in rank order: course of study, course sequences, physical facilities, need for young farmer program, evaluation of agricultural program, summer program of work, locating farms for work experience, public relations and FFA.

20. Arrangements for the teacher of agriculture to appear on community programs are made by only a few boards. Likewise, it is not a common practice for a representative of the board to explain the purposes and program of vocational agriculture to community groups.

21. A majority of the teachers of agriculture cite the following advantages of agricultural advisory boards: have important public relations potential, provide opportunity for interested citizens to work with school, assist teacher of agriculture evaluate the program, help teacher improve quality of teaching, provide advice not easily obtainable elsewhere, provide excellent means of communication between public and school, offer external support of policies and increase the teachers knowledge of the community and its people.

22. Teachers of agriculture seldom cite the following as advantages of agricultural advisory boards: constitute an effective means to pressure board of education, save time for board of education, help improve teacher's salary, effective means of circumventing board of education policy, take place of school administrator in the administration of the program, aid in FFA, assist in locating funds and cooperating farmers and fund raising.

Concerning Trends in the Organization and Utilization of Agricultural Advisory Boards in New York State

1. Agricultural advisory boards are being organized and utilized in a much higher proportion of the schools offering instruction in agriculture than has been true in the past. Teachers of agriculture reported an increase of 170 (536 per cent) in the number of agricultural advisory boards between 1946 and 1961.

2. There is no discernible trend in the number of appointed members per board. Teachers reported an average of five members per board in both 1946 and 1961.

3. Farm owners continue to be the predominant occupational group represented on agricultural advisory boards but the proportion of board members who are farm owners is declining. Farm owners constituted 85 per cent of all board members in 1946 and 79 per cent in 1961 according to teacher reports.

4. The proportion of board members from off-farm agricultural occupations is increasing. Five per cent of all board members were reported to be from off-farm agricultural occupations in 1946 and 15 per cent were so reported in 1961.

5. There is a trend toward appointment of members for a definite term and away from appointment of members for an indefinite term. Sixteen per cent of the teachers reported that their school followed the practice of appointing members for a definite term in 1946; but 82 per cent reported use of this practice in 1961.

6. The average term of appointment for members is increasing. The average term of appointment in 1946 was reported to be for three years; in 1961 it was four years.

7. Teachers of agriculture continue to be the most active participant in the nomination of appointed members. Such participation was reported by teachers in connection with 87 per cent of the boards in 1946 and 84 per cent in 1961.

8. There is a tendency for school administrators to participate in the nomination of members for a higher proportion of boards than they have in the past. Such nominations were made in connection with 64 per cent of the boards in 1961 in contrast to 49 per cent of the boards in 1946.

9. Boards of education are participating more actively in the nomination of members for the agricultural advisory board. Fifty-one per cent participated in 1961 as compared to 28 per cent in 1946.

10. Agricultural advisory boards themselves are participating more actively in the nomination of new members. Thirteen per cent participated in 1961 as compared to none in 1946.

11. Members of the agricultural advisory board continue to be appointed most frequently by the board of education. This was true in the case of 74 per cent of the boards in 1946 and 72 per cent in 1961.

12. Members of the agricultural advisory board are appointed by the teacher of agriculture or the school administrator in a smaller proportion of cases than was true in the past. Twenty per cent of the teachers and 16 per cent of the school administrators performed this function in 1961 as compared to 23 per cent of the teachers and 21 per cent of the school administrators

in 1961.

13. A greater proportion of boards follow the practice of meeting as a group. Eighty-one per cent did this in 1961 as compared to 49 per cent in 1946.

14. The number of meetings per board per year is increasing. An average of two meetings per board per year was reported in 1961 as compared to one meeting in 1946.

15. There is a trend toward the practice of electing officers. Forty-five per cent did so in 1961; 36 per cent did so in 1946.

16. Course of study, need for young and adult farmer program, evaluation of agriculture program and FFA appear to be continuing concerns of agricultural advisory boards. These four problem areas were studied by 20 per cent or more of the boards in both 1946 and 1961.

17. Standards for farming programs; shows, fairs, exhibits; agricultural engineering needs; agricultural needs of community and planning field trips are of concern to a smaller proportion of agricultural advisory boards than has been true in the past. These five problem areas were studied by 20 per cent or more of the boards in 1946 but did not appear in a comparable list in 1961.

18. Course sequences, physical facilities, summer program of work, locating farms for work experience, public relations and annual program of work are of concern to an increasing proportion of agricultural advisory boards. These six problem areas were studied by 20 per cent or more of the boards in 1961 but did not appear in a comparable list for 1946.

Concerning the Comparison of Effective and Ineffective Agricultural Advisory Boards

1. The comparison of 100 effective and 99 ineffective agricultural advisory boards confirmed the implication drawn from the review of previous research that effective agricultural advisory boards can be expected to differ from ineffective boards in the following ways:

   a. Effective boards have a significantly larger number of appointed members than do ineffective boards.

   b. A significantly greater proportion of effective boards participate in the nomination of appointed members than do ineffective boards.

   c. A significantly greater proportion of effective boards notify new members of their appointment by letter from the board of education than do ineffective boards.

d. A significantly greater proportion of effective boards utilize the following practices than do ineffective boards: arrive at recommendations in group meetings, schedule dates of future meetings at first meeting, schedule meetings at equal intervals throughout the year, plan a program of work, prepare an agenda for meetings and use rules of parliamentary procedure.

e. Effective boards hold a significantly greater number of meetings and have a higher attendance of members than do ineffective boards.

f. A significantly higher proportion of the effective boards study and make recommendations concerning the following areas of the agriculture program than do ineffective boards; content for course of study, course sequences, physical facilities, need for young and adult farmer programs, evaluation of the vocational agriculture program, summer program of work, locating farms for work experience, public relations, FFA, annual program of work and standards for farming programs.

g. A significantly higher proportion of effective boards make a policy of meeting with a new teacher soon after his arrival in the community for the purpose of orienting him.

h. A significantly greater proportion of teachers who *have effective agricultural advisory boards* cite as advantages of such boards factors relating to the improvement of public relations and improvement of teacher efficiency and effectiveness.

2. However, the comparison of 100 effective and 99 ineffective agricultural advisory boards did not confirm the implications drawn from the review of previous research that effective agricultural advisory boards can be expected to differ from ineffective boards in the following ways:

a. A higher proportion of effective boards include the teacher of agriculture and the school administrator as ex-officio members.

b. A higher proportion of farm owners are appointed to membership on effective boards.

c. The appointed members of effective boards have more years of formal schooling.

d. A higher proportion of the appointed members of effective boards are parents of vocational agricultural students, former vocational agriculture students, women or members of the board of education.

e. Appointed members of effective boards are more often selected to represent the geographic sub-divisions of the school district and the predominant types of farming in the school district.

f. A complete record of present and past members is more often maintained by the teacher of agriculture or the board of education; in the case of effective boards.

g. The normal term of appointment is longer on effective boards.

h. A higher proportion of effective boards stagger terms of appointment so that only part of the members are replaced each year.

i. A higher proportion of effective boards appoint members for only one term.

j. There is a higher degree of involvement in nominating members by the teachers of agriculture, the school administrators and boards of education in the case of effective boards.

k. A higher proportion of members of effective boards are appointed by the board of education.

l. A higher proportion of effective boards elect officers, mail notices to members before each meeting, hold meetings in the vocational agriculture department, hold meetings in a round-table setting, make the agenda for the current meeting and the minutes of previous meetings available for each member before meetings, function as a committee-of-the-whole and make recommendations which are supported by a majority of the appointed members.

m. In the case of effective boards the secretary is more frequently responsible for sending the meeting notices, the advisory board chairman presides more frequently over meetings, members are more frequently appointed by the chairman to represent the advisory board at special functions or to perform specific tasks, the minutes of meetings are more frequently kept by the advisory board secretary, the secretary is more frequently responsible for duplication of minutes and the advisory board secretary is responsible for seeing that copies of minutes are distributed to members.

n. A higher proportion of effective boards study and make recommendations concerning standards for on-farm instruction.

o. Arrangements are made more frequently by effective boards to have the teachers appear on the programs of a greater number of community organizations to explain the program of vocational agriculture.

p. Representatives of effective advisory boards more frequently explain the purposes and program of vocational agriculture to more groups in the community.

B. Implications

1. In schools where the board of education decides to incorporate preparation for employment in one or more of the areas of off-farm agricultural occupations, the membership of the agricultural advisory board should be re-constituted to include proportionate representation of persons engaged in such occupational endeavors.

2. Boards of education should be encouraged to maintain an active membership of five or more members (in addition to ex-officio members) on their agricultural advisory boards; rather than a smaller number.

3. The agricultural advisory board itself should be requested by the board of education to submit nominations for new members whenever vacancies occur.

4. Newly appointed members of the agricultural advisory board should be notified of their appointments by letters from the board of education.

5. The recommendations of agricultural advisory boards should be arrived at in group meetings and not by individual contacts.

6. Frequent meetings (a minimum of three per year) attended by a high proportion of the members are necessary if an agricultural advisory board is to prove effective.

7. During the first meeting of the year subsequent meeting dates for the agricultural advisory board should be scheduled at equal intervals throughout the year ahead.

8. The agricultural advisory board should plan an annual program of work to guide its activities.

9. The agriculture teacher with the help of others should prepare an agenda in advance of each meeting. The agenda should include: minutes of the previous meeting, committee reports, report of the agriculture teacher, unfinished business, communications, new buisness, and reading and approving minutes of current meeting.

10. Parliamentary procedure should be used as a normal feature of agricultural advisory board meetings.

11. Agricultural advisory boards should study and make recommendations concerning several phases of the agriculture program each year.

12. The agricultural advisory board should follow the practice, whenever there is a change of agriculture teachers, of meeting with the new teacher soon after his arrival on the job.

13. Teachers of agriculture should expect that the main advantages of having an active agricultural advisory board will be:

    a. Improvement of public relations.

    b. Improvement of teacher effectiveness and

    c. Improvement of teacher efficiency.

14. The thirteen points above should be emphasized in both pre-service and in-service teacher training programs for teachers of agriculture in New York State.

C. Recommendations for further study

Most of the studies of agricultural advisory boards which have been conducted in the United States have attempted to describe the organization and utilization of either a single board or a small group of selected boards within a limited geographical area. Consequently, there is a need for studies which will:

1. Describe the "state of the art" in whole states or regions of the United States.

2. Discover trends in the organization and utilization of such boards; particularly in school districts offering preparation for off-farm agricultural occupations.

3. Discover procedures for organizing and utilizing agricultural advisory boards which are associated with effectiveness in improving vocational agriculture programs.

4. Demonstrate experimentally that the use of certain procedures for organizing and utilizing agricultural advisory boards will improve their effectiveness in a variety of geographic and administrative settings.

APPENDICES

APPENDIX A

AGRICULTURAL ADVISORY BOARD QUESTIONNAIRE (TENTATIVE)

1. Was there an agricultural advisory board for your school during the year July 1, 1960 to June 30, 1961? Circle one of the following: Yes No

   (If the answer to question 1 was no, you need not complete the remainder of the questionnaire. Please place the questionnaire in the return envelope and return it. If your answer to question 1 was yes, please complete the remainder of the questionnaire.)

2. Read each of the following statements and circle the letter preceding the one you consider most descriptive of the agricultural advisory board for your school during the year July 1, 1960 to June 30, 1961.

   A. The advice of the agricultural advisory board had harmful effects on the vocational agriculture program.

   B. The agricultural advisory board was not sufficiently active to be of significant assistance in improving the vocational agricultural program.

   C. I am uncertain whether or not the advice of the agricultural advisory board resulted in significant improvement in the vocational agriculture program.

   D. The advice of the agricultural advisory board resulted in minor improvements in the vocational agriculture program but hardly enough to be considered significant.

   E. The advice of the agricultural advisory board resulted in significant improvement in the vocational agricultural program.

3. Membership

   A. How many members served on the agricultural advisory board? ____

   B. Check (✓) the following who are ex-officio members of your advisory board.

   ____ Agriculture teacher
   ____ School administrator
   ____ Other (specify)
   ____

   C. Was the advisory board geographically representative of your school district? Circle one of the following: Yes No

D. Did the members of the advisory board represent the predominant types of farming in your school district? Circle one of the following: Yes No

E. Indicate the number of members of the advisory board who represented each of the following groups:

_____Farm owners
_____Tenants
_____Farm laborers
_____Agricultural occupations related to farming
_____Non-agricultural occupations

F. Indicate the number of members of the advisory board who represented each of the following groups:

_____Parents of Vocational Agriculture students
_____Former Vocational Agriculture students
_____Board of Education
_____Women

G. Indicate the number of members of the advisory board who represented each of the following educational levels:

_____ Attended one or more years of college
_____Attended one or more years of high school
_____Attended less than one year of high school

4. Appointment of Members

A. The normal term of membership for members of the advisory board is _____ years.

B. Are the terms of membership staggered so that only part of the members are replaced each year? Circle one of the following: Yes No

C. Do members of the advisory board normally serve two or more consecutive terms? Circle one of the following: Yes No

D. Who nominated the members for the advisory board? (Check (✓) the appropriate person or persons.)

_____Agriculture teacher
_____School administrator
_____Board of Education
_____Other (Specify)__________

E. Who appointed the members to the advisory board? (Check (✓) the appropriate person or persons.)

_____Agriculture teacher
_____School administrator
_____Board of Education

F. How were members of the advisory board notified of their appointment? (Check (✓) one of the following.)

_____By a letter from the agriculture teacher
_____By a letter from the school administrator
_____By a letter from the Board of Education
_____Personally notified by the agriculture teacher
_____Personally notified by the school administrator
_____Personally notified by a member of the Board of Education
_____Other (specify) ______________________________

G. Was a record of present and past advisory board members maintained by the agriculture teacher? Circle one of the following: Yes No

H. Was a record of present and past advisory board members maintained by the Board of Education? Circle one of the following: Yes No

5. How the Board Functions

A. Problems involving new policy recommendations were normally referred to the advisory board by: (Check (✓) one of the following.)

_____Agriculture teacher
_____School administrator
_____Board of Education
_____Other (specify) ______
____

B. Recommendations of the advisory board concerning new policy were normally referred by them to: (Check (✓) one of the following.)

_____Agriculture teacher
_____School administrator
_____Board of Education
_____Other (specify) _____
____

C. Problems involving implementing policy were referred to the advisory board by: (Check (✓) one of the following.)

_____Agriculture teacher
_____School administrator
_____Board of Education
_____Other (specify) ____
____

D. Recommendations of the advisory board concerning implementing policy were referred by them to: (Check (✓) one of the following.)

_____Agriculture teacher
_____School administrator
_____Board of Education

E. Recommendations of the advisory board were arrived at: (Check (✓) one of the following.)

_____in group meetings
_____by contacting members individually
_____in group meetings and individual contact

F. How many advisory board meetings were held during the year July 1, 1960 to June 30, 1961? _____(Number)

G. Were dates of meetings to be held during the year scheduled at the first meeting? Circle one of the following: Yes No

H. Were meetings scheduled at equal intervals throughout the year? Circle one of the following: Yes No

I. Were advisory board officers elected annually? Circle one of the following: Yes No

J. Did the advisory board plan an annual program of activities? Circle one of the following: Yes No

6. Procedures for Meetings

A. Where were advisory board meetings held? ______________________
____

B. Were meetings held in a "round-table" setting? Circle one of the following: Yes No

C. Who prepared the agenda for advisory board meetings? (Check (✓) one of the following.)

_____The Chairman of the Advisory Board
_____The secretary of the Advisory Board
_____The agriculture teacher
_____Others (specify)______________________

D. Check (✓) the following items which are normally included on the agenda for the advisory board meetings:

_____minutes of previous meeting
_____committee reports
_____report by the teacher of vocational agriculture
_____unfinished business
_____communications
_____new business
_____reading and approving minutes

E. Were notices mailed to members before each meeting? Circle one of the following: Yes No

F. If so, who normally mailed the notices? (Check (✓) one of the following.)

____advisory board chairman
____advisory board secretary
____agriculture teacher

G. Who presided over advisory board meetings? (Check (✓) one of the following.)

____advisory board chairman
____agriculture teacher
____others (specify) ____________________________

H. Were minutes of previous meetings and the agenda for the current meeting available for each members? Circle one of the following: Yes No

I. How did your advisory board normally function? (Check (✓) one of the following.)

____as a committee-of-the-whole
____through use of sub-committees

J. Were recommendations coming from the advisory board always supported by a majority of the board? Circle one of the following: Yes No

K. Advisory board business was transacted: (Check (✓) one of the following.)

____informally
____by rules of parliamentary procedure

L. How many times were members appointed by the chairman to represent the advisory board at special functions?

____

M. How many times were members appointed by the chairman to perform particular tasks? ____

N. Who kept the minutes of advisory board meetings? Check (✓) one of the following.)

____advisory board secretary
____agriculture teacher
____other (specify)____________________________

O. Who was responsible for seeing that advisory board minutes were duplicated? (Check (✓) one of the following.)

_____advisory board chairman
_____advisory board secretary
_____agriculture teacher
_____other (specify) ____________________

P. Who was responsible for seeing that copies of advisory board minutes were distributed to the members? (Check (✓) one of the following.)

_____advisory board chairman
_____advisory board secretary
_____agriculture teacher
_____other (specify)____________________

7. Activities

A. Listed below are some areas of the vocational agriculture program which an advisory board might study and make recommendations. (Check (✓) those which the advisory board has dealt with during the period from July 1, 1960 to June 30, 1961.)

_____agriculture courses to be offered in grades 7-12
_____need for a young farmer program
_____standards for on-farm instruction
_____problems referred to them by the Board of Education
_____content for the course of study
_____agriculture teacher's summer program of work
_____annual program of work
_____problems encountered by the teacher in advising the FFA chapter
_____physical facilities for vocational agriculture
_____locating farms where non-farm boys can obtain experience
_____minimum standard for farming programs
_____others (list) ____________________
____
____

B. How many times did the advisory board make arrangements to have the teacher of agriculture appear on the program of community organizations to explain the program of vocational agriculture? _____

C. How many times did a representative of the advisory board explain the purposes and program of vocational agriculture to individuals and groups in the community? _____

D. Is it the policy of the advisory board to meet with a new agriculture teacher soon after his arrival in the community for the purpose of orienting him? Circle one of the following: Yes No

8. Advantages of a Local Advisory Board

From the following list, check (✓) those advantages of an advisory board which you subscribe to.

_____Advisory boards provide an opportunity for interested citizens to work with school personnel in developing a better vocational agriculture program.

_____The advisory board is an effective way to get things done.

_____They provide an excellent means of communication between the school and the public.

_____They are valuable in establishing and maintaining adult education programs.

_____They improve the teacher's salary.

_____They provide advice not easily obtainable elsewhere.

_____They increase your knowledge of the community and its people.

_____They relieve the teacher of agriculture from making difficult decisions.

_____They have important public relations potential.

_____The offer external support of policies.

_____They create interest and furnish support of occupational groups in the school.

_____They add prestige to the program through participation and support of occupational groups.

_____They make the agriculture teacher feel more secure of tenure.

_____They help in developing a program of vocational agriculture tailor-made for a particular community and based upon the crucial needs of a community.

_____They improve teacher effectiveness.

_____They take the place of the school administrator in administering vocational agriculture.

_____They improve the teachers' job satisfaction.

_____They provide a continuing program when teachers change.

_____They constitute an effective means for exerting pressure on the board of education to endorse the teahcer's ideas.

_____They save time for the board of education.

_____They help to coordinate the work of the vocational agriculture department with other agricultural agencies in the community.

_____They assist the teacher of agriculture in evaluating the vocational agriculture program.

_____They are effective means of circumventing the board of education on matters of school policy.

_____They help the teacher to improve the quality of his teaching.

_____They improve relations between the agriculture teacher and the school administration and board of education.

_____Others (list)____

____

APPENDIX B

NEW YORK STATE COLLEGE OF AGRICULTURE
A Unit of the State University of New York
CORNELL UNIVERSITY
Ithaca, New York

Rural Education Department
Stone Hall

TO: Teachers of Agriculture in New York State

FROM: Charles W. Hill, Chairman
Agricultural Education Division

SUBJECT: Study of Agricultural Advisory Boards in New York State

This letter is to request your assistance in collecting data for a study of agricultural advisory boards being made by Professor Harold R. Cushman, of our Agricultural Education staff here at Cornell University.

Enclosed you will find a questionnaire which has been designed to obtain your responses with a minimum amount of time and effort on your part. During the tryout of the questionnaire teachers used an average of ten minutes for recording their responses.

If you are employed by a Board of Cooperative Educational Services, you will find two questionnaires enclosed. However, if your schools are served by one agricultural advisory board complete and return only one questionnaire.

It is important to the success of the study that every teacher of agriculture receiving the questionnaire complete and return it. Please note that a response is requested even though your board may have been inactive during the period July 1, 1960 - June 30, 1961.

Your assistance is earnestly requested. Rest assured that all responses will be treated in a confidential manner. Please use the self-addressed, ready-stamped envelope enclosed.

We do appreciate your assistance and cooperation. Thank you.

AGRICULTURAL ADVISORY BOARD QUESTIONNAIRE

Teacher's Name ______________________________

School ____________ ______________ ____________

1. Were you employed as the teacher of agriculture in this school during the entire period July 1, 1960 to June 30, 1961? Circle one of the following: YES NO

2. Was there an agricultural advisory board for your school during the year July 1, 1960 to June 30, 1961? Circle one of the following: YES NO

   (If the answer to either question 1 or 2 was NO, you need not complete the remainder of the questionnaire. Please place the questionnaire in the return envelope and return it. If your answer to both questions 1 and 2 was YES, please complete the remainder of the questionnaire.)

3. Read each of the following statements and check the number preceding the one which in your opinion is most descriptive of the agricultural advisory board for your school during the year July 1, 1960 to June 30, 1961. (Check (✓) only one)

   A. ____The advice of the agricultural advisory board had harmful effects on the vocational agriculture program.

   B. ____The agricultural advisory board was not sufficiently active to be of significant assistance in improving the vocational agriculture program.

   C. ____The advice of the agricultural advisory board was ineffective in bringing about significant improvement of the vocational agriculture program.

   D. ____The advice of the agricultural advisory board was effective in bringing about significant improvement of the vocational agriculture program.

4. Membership During the Year July 1, 1960 to June 30, 1961

   A. Check (✓) the following who were ex-officio members of your agricultural advisory board.

   ____Agriculture teacher
   ____School administrator
   ____Other (specify) ______________________

   B. How many appointed members (other than ex-officio) served on the advisory board?

   ☐ (write answer in box)

C. Indicate the number of appointed members of the advisory board who represented each of the following groups. (Total of numbers below should equal the number given in B. above.)

_____Farm owners
_____Tenants
_____Farm laborers
_____Agricultural occupations related to farming
_____Non-agricultural occupations

D. Indicate the number of appointed members of the advisory board who represented each of the following educational levels. If you are not sure, make your best guess. (Total numbers below should equal the number given in B. above.)

_____Attended one or more years of college
_____Attended one or more years of high school
_____Attended less than one year of high school

E. Indicate the number of appointed members of the advisory board who represented each of the following groups. (Total of numbers below may not equal the number given in B. above.)

_____Parents of vocational agriculture students
_____Former vocational agriculture students
_____Women
_____Board of Education

F. Were the appointed members of the advisory board geographically representative of your school district?

YES _____ NO _____

G. Did the appointed members of the advisory board represent the predominant types of farming in your school district?

YES _____ NO _____

H. Is a complete record of present and past advisory board members maintained by the agriculture teacher?

YES _____ NO _____

I. Is a complete record of present and past advisory board members maintained by the Board of Education?

YES _____ NO _____

5. Appointment of Members During the Year July 1, 1960 to June 30, 1961

A. The normal term of appointment for members of the advisory board is _____ years.

B. Are the terms of appointment staggered so that only part of the members are replaced each year?

YES ____ NO ____

C. Are members of the advisory board ever appointed to serve two or more consecutive terms?

YES ____ NO ____

D. Who was involved in nominating the members for the advisory board? (Check (✓) the appropriate person or persons.)

____Agriculture teacher
____School administrator
____Board of Education
____Board for Cooperative Educational Services
____Other (specify)____

E. Who appointed the members of the advisory board? (Check (✓) the appropriate person or persons.)

____Agriculture teacher
____School administrator
____Board of Education
____Board of Cooperative Educational Services

F. How were new members of the advisory board officially notified of their appointments? (Check (✓) one of the following.)

____By a letter from the agriculture teacher
____By a letter from the school administrator
____By a letter from the Board of Education
____Personally notified by the agriculture teacher
____Personally notified by the school administrator
____Personally notified by a member of the Board of Education
____Other (specify)____

6. How the Board Functioned During the Year July 1, 1960 to June 30, 1961

A. How were the recommendations of the advisory board most frequently arrived at? (Check (✓) one of the following.)

____in group meetings
____by contacting members individually

B. How many advisory board meetings were held during the year July 1, 1960 to June 30, 1961?

☐

C. What was the average attendance of regular and ex-officio members?

☐

D. Were dates of meetings to be held during the year scheduled at the first meeting?

YES _____ NO _____

E. Were meetings scheduled at equal intervals throughout the year?

YES _____ NO _____

F. Were advisory board officers elected?

YES _____ NO _____

G. Did the advisory board plan an annual program of activities?

YES _____ NO _____

7. Procedures Used in Conducting Agricultural Advisory Board Meetings During the Year July 1, 1960 to June 30, 1961

A. Who was mainly responsible for preparing the agenda for advisory board meetings? (Check (✓) one of the following.)

_____The Chairman of the Advisory Board (if other than agriculture teacher)
_____The Secretary of the Advisory Board (if other than agriculture teacher)
_____The agriculture teacher
_____Other (specify)_____________________________

B. Check (✓) the following items which were normally included on the agenda for the advisory board meetings:

_____minutes of previous meetings
_____committee reports
_____report by the teacher of vocational agriculture
_____unfinished business
_____communications
_____new business
_____reading and approving minutes

C. Were notices mailed to members before each meeting?

YES _____ NO _____

D. If so, who normally was responsible for sending the notices? (Check (✓) one of the following.)

_____advisory board chairman (if other than agriculture teacher
_____advisory board secretary (if other than agriculture teacher)
_____agriculture teacher

E. Where were advisory board meetings usually held? (Check (✓) one of the following.)

_____vocational agriculture department
_____other rooms in school
_____other than school

F. Were meetings held in a "round-table" setting?

YES _____ NO _____

G. Who presided over advisory board meetings? (Check (✓) one of the following,)

_____advisory board chairman (if other than agriculture teacher
_____agriculture teacher
_____others (specify) ______________________________

H. Was the agenda for the current meeting usually available for each meeting?

YES _____ NO _____

I. Were minutes of previous meetings usually available for each member?

YES _____ NO _____

J. How did your advisory board normally function? (Check (✓) one of the following.)

_____as a committee-of-the-whole
_____through use of sub-committees

K. Were recommendations coming from the agricultural advisory board always supported by a majority of the appointed members?

YES _____ NO _____

L. Advisory board business was usually transacted: (Check (✓) one of the following.)

_____informally
_____by rules of parliamentary procedure

M. How many times was a member appointed by the chairman to represent the advisory board at special functions or to perform specific tasks?

_____

_____

N. Who kept the minutes of advisory board meetings? (Check (✓) one of the following.)

_____advisory board secretary (if other than agriculture teacher)
_____agriculture teacher
_____other (specify) ______________________________

O. Who was responsible for seeing that advisory board minutes were duplicated? (Check (✓) one of the following,)

_____advisory board chairman (if other than agriculture teacher)
_____advisory board secretary (if other than agriculture teacher)
_____agriculture teacher
_____not duplicated
_____other (specify)______________________________

P. Who was responsible for seeing that copies of advisory board minutes were distributed to the members? (Check (✓) one of the following.)

_____advisory board chairman (if other than agriculture teacher)
_____advisory board secretary (if other than agriculture teacher)
_____agriculture teacher
_____other (specify)______________________________
_____not duplicated

8. Activities of the Advisory Board During the Year July 1, 1960 to June 30, 1961

A. Listed below are some areas of the vocational agriculture program which an advisory board might study and make recommendations about. (Check (✓) those which your advisory board had dealt with during the period July 1, 1960 to June 30, 1961)

_____agriculture courses to be offered in grades 7-12
_____need for a young farmer program
_____standards for on-farm instruction
_____content for the course of study
_____agriculture teacher's summer program of work
_____annual program of work
_____public relations program
_____problems encountered by the teacher of agriculture in advising FFA chapter
_____physical facilities for vocational agriculture
_____locating farms where non-farm boys can obtain experience
_____minimum standards for farming programs
_____evaluation of the vocational agriculture program
_____other problems referred to them by the Board of Education (list)______________________________

____

____

B. How many times did the advisory board make arrangements to have the teacher of agriculture appear on the program of community organizations to explain the program of vocational agriculture?

_____

_____

C. How many times did a representative of the advisory board explain the purposes and program of vocational agriculture in groups in the community?

_____

_____

D. Is it the policy of the advisory board to meet with a new agriculture teacher soon after his arrival in the community for the purpose of orienting him? (Check (✓) one of the following.)

_____Yes
_____No
_____Not applicable to my situation

9. Advantages of an Agricultural Advisory Board

From the following list of statements check (✓) all of those which in your experience represent advantages of an advisory board.

_____Advisory boards provide an opportunity for interested citizens to work with school personnel in developing a better vocational agriculture program.

_____The advisory board is an effective way to get things done..

_____They provide an excellent means of communication between the school and the public.

_____They help improve the teacher's salary.

_____They are valuable in establishing and maintaining young farmer programs.

_____They provide advice not easily obtainable elsewhere.

_____They increase the teacher's knowledge of the community and its people.

_____The relieve the teacher of agriculture from making difficult decisions.

_____The have important public relations potential.

_____They offer external support of policies.

_____They create interest and furnish support for the school on the part of persons employed in agricultural occupations.

_____They add prestige to the vocational agriculture program through participation of persons employed in agricultural occupations.

_____They contribute to the agricultural teachers' feeling of job security.

_____They help in developing a program of vocational agriculture tailor-made for a particular community and based upon the needs of a community.

_____They take the place of the school administrator in administering vocational agriculture.

_____They improve the teacher's job satisfaction.

_____They provide a continuing program when teachers change.

_____They constitute an effective means for exerting pressure on the Board of Education to endorse the teacher's ideas.

_____They save time for the Board of Education.

_____They help to coordinate the work of the vocational agriculture department with other agricultural agencies in the community.

_____They assist the teacher of agriculture in evaluating the vocational agriculture program..

_____They are effective means of circumventing the Board of Education on matters of school policy.

_____They help the teacher of agriculture to improve the quality of his teaching.

_____They improve relations between the agriculture teacher, the school administration and Board of Education.

_____Others (list)___________________________________

APPENDIX C

NEW YORK STATE COLLEGE OF AGRICULTURE
Rural Education Department
Agricultural Education Division
CORNELL UNIVERSITY
Ithaca, New York

January 12, 1962

TO: Selected Teachers of Agriculture in New York State

FROM: Harold R. Cushman, Associate Professor
Agricultural Education Division

SUBJECT: Study of Agricultural Advisory Boards in New York State

The Agricultural Education Division is engaged in an intensive study of Agricultural Advisory Boards here in New York. As one phase of the project we are asking teachers of agriculture to supply us with information concerning their boards.

To date 203 teachers out of a total of 280 have returned the questionnaire. However, before we can close the book and start tabulating we need a response from you. If you did not have a board last year or if it was inactive it will take only one minute to respond. If your board was active, ten minutes should be sufficient for recording your responses. Please use the enclosed questionnaire and the self-addressed, ready-stamped envelope in sending your responses.

Your assistance is urgently needed and earnestly requested. Rest assured that all responses will be treated in a most confidential manner.

Your help on this matter will be sincerely appreciated. PLEASE REPLY TODAY.